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ABSTRACT

This document, which is intended to help individuals interested in developing or strengthening partnerships between the further education (FE) colleges and the United Kingdom's National Youth Agency (NYA), contains information about current youth work contributions in FE and materials for FE colleges to use to assess their need for and develop youth work programs. Discussed first is the joint Further Education Development Agency-NYA project out of which the document developed. The second section, which is devoted to youth work's contributions to supporting young people in FE, considers the role of youth workers in the following: curriculum enhancement and support; advice, information, and informal counseling; mentoring; supporting the student union; security and youth work; and recruitment. Examined next are various aspects of youth program management and support, including recruitment and training of youth workers and partnership arrangements. Section 4 presents a framework and materials (including focus sheets and student questionnaires) for FE colleges to use in assessing their youth work. Concluding the document are 10 case studies. Appended are the following: data on development and management of youth work in and with FE colleges; grading criteria matrix; and job description for a full-time youth worker. The bibliography contains 17 references. (MN)

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FEDA Further Education Development Agency

Youth work in colleges: building on partnership

Jenny Hand and Wayne Wright

CE 074 947

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FEDA Further Education Development Agency

Youth work in colleges: building on partnership

Jenny Hand and Wayne Wright

NATIONAL YOUTH AGENCY

FE matters

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- Norfolk College of Arts and Technology
- North Warwickshire and Hinckley College of Further Education
- Preston College
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- Stockport College of Further and Higher Education
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- Weston College

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- Judy Alloway, Vice Principal, Oaklands College, Hertfordshire
- Jane Bristow, Head of Faculty (Community Access and Student Services), Southfields College, Leicester
- James Burkmar, Student Welfare Officer, Southfields College, Leicester
- Mairi Christie, HMI, OFSTED
- Howard Day, Principal Youth Officer, London Borough of Richmond
- Jenny Hand, Youth Work Development Advisor at the NYA
- Richard Gretton, Project Consultant
- Pat Ledwith, Head of Youth Work, National Youth Agency
- Anna Reisenberger, Head of Participation and Achievement, FEDA
- Merilee Vaughan-Huxley, FEFC Inspectorate
- Wayne Wright, Education Staff, FEDA

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Jenny Hand is a Youth Work Development Advisor at the NYA. Her key areas of work include: youth work in schools and FE colleges, quality assurance, recognition and accreditation of young people's experiences in informal education settings and training of part-time and volunteer youth workers.

In her time at the NYA she has written a number of publications, including: *Youth Work in Rural Areas: a training pack*; *NVQs and their Implications for the Youth Service*; *Raising Standards in Schools: the youth work contribution* and *Guidance on Training and Employment of Disabled People in Youth Work*.

Before taking up her post at the NYA, Jenny taught in further education, and worked as a youth and community tutor for the youth service in Coventry and in a community college in Leicestershire.

Wayne Wright is a member of FEDA's education staff. His areas of work include: youth work in colleges, the role of counsellors in FE and the differential achievement of disaffected young people. Wayne also leads FEDA's work on A-level development and plays a role in the curriculum and qualifications programme area.

Wayne has previously worked at the Department of Trade and Industry, Brighton College of Technology and Newham Sixth Form College. He has managed and co-ordinated a number of programmes including GNVQs, Access, A-levels and international short courses. He has also been an External Verifier.

Particular mention must also be made of the supporting work by Richard Gretton, project consultant. Richard's work with the colleges identified many of the examples of practice in this publication.

About the partnership

National Youth Agency

The National Youth Agency was established in 1991 to act as a central focus for youth work in England.

Its task is to give support to all those involved in the informal, personal and social education of young people – first and foremost local authority youth services and local and national voluntary youth organisations.

The Agency has a team of youth work specialists working alongside the youth service to improve the content and organisation of youth work and youth work training. It houses the country's most comprehensive collection of resources on work with young people and offers an enquiry answering service, a full range of publications, and press and public relations work to raise the profile of work with young people.

The NYA is also the major impetus behind the Information Shops initiative, which offers high-quality high-street information provision for young people.

National Youth Agency, 17–23 Albion Street, Leicester LE1 6GD. Tel: [0116] 285 6789.

Further Education Development Agency

FEDA's mission is to provide services to further education which promote quality, lead curriculum design, and development and enhance effective governance and management.

To achieve our mission we offer a range of services which can be broadly divided into:

- training
- publications and information
- consultancy
- research.

We are committed to applying high standards of customer care and equality of opportunity across all our services.

Foreword

Youth services and further education colleges are natural partners: both work with young people who choose to participate and seek to extend their experience, horizons and skills. Each sector is responding to a range of national initiatives to widen participation and promote lifelong learning.

This publication is the result of a timely project between the Further Education Development Agency and the National Youth Agency and is designed to strengthen this partnership.

It demonstrates how youth work supports young people in further education through a range of practices drawn from the 10 project colleges.

We hope it will help to extend the range and quality of joint initiatives and complementary work between colleges and youth work.

Toni Wylie, Chief Executive of the National Youth Agency, and Stephen Crowne, Chief Executive of the Further Education Development Agency

1 Introduction

How to use this publication

This publication has three main sections:

- description and analysis of some of the current youth work contributions which support young people in further education
- materials for college self assessment and evaluation of this contribution
- case studies of youth work provision to stimulate discussion on developing youth work in colleges.

The case studies represent a wide range of youth work practice contributing to the access, retention and achievement of young people in further education. They are drawn from the practices described by the colleges contributing to this project. The material appears twice: firstly illustrating the findings of the project, and secondly with questions for use by colleagues to stimulate thought and action.

The case studies and evaluation framework have been designed for practical use and can be reproduced. They are included on the computer disc enclosed with this publication.

Background

This publication is the result of a project established by FEDA and the National Youth Agency (NYA) in 1996. The aims of the project were to:

- assess the particular contribution of youth work in supporting the personal and social development of individual students, curriculum development and records of achievement
- examine how youth workers in colleges work with student services, student unions, personal tutors and other college staff
- identify factors which contribute to effective partnerships in different management arrangements
- identify means of evaluating the contribution of youth work to the access, retention and achievement of disaffected young people in further education.

At the outset a focus of the project was the identification of support to disaffected young people. However, it became apparent very quickly that youth workers in colleges were contributing to a wide range of programmes and support accessed by the full range of students, including those identified as disaffected.

The project was designed to complement work in similar fields, by FEDA = challenging behaviour; drugs; guidance; city estates = and the NYA = youth work in different settings; quality assurance and evaluation. It has also informed the Young Adult Learners Project (YALP); NYA and National Institute of Adult and Continuing Education (NIACE) project. It has built on findings from the Dearing review of qualifications for 16–19 year olds and the OFSTED report on youth work for 1995–96. It was jointly managed and financed by FEDA and the NYA.

Ten project colleges worked with the consultant and advisors from FEDA and the NYA. Selection of the colleges was based on the following criteria:

- geographical and environmental factors
- the size of the college
- youth work practice
- the relationship between the college and the local authority.

From November 1996 to March 1997 the project team visited the colleges and met with a range of staff and students. The aims of the visits were to ascertain the role of the youth worker(s) and to examine the contribution to whole college practice, particularly the recruitment, retention and achievement of students under 25. Colleges also assisted in the development of the evaluation materials.

The opinions of students were seen as critical in assessing the effectiveness of the work. From the outset the project was designed to be developmental and participatory. The involvement of the colleges and steering group members in piloting and commenting on the draft evaluation materials and methods as they have been developed has been a crucial part of the project.

In the light of the Kennedy Report (1997), with its focus on widening participation within further education, and the government's new employment and

training options for young people, this work has proved timely. It reflects the development of partnership and consortia approaches within education, particularly in relation to young people who are disadvantaged and disaffected, or who may have followed a less conventional route into further education.

The White Paper 'Learning to Compete: education and training for 14–19 year olds' further encouraged the establishment of partnerships to create innovative programmes to identify disaffected 14 to 19-year olds and draw them back into learning.

New Start (formerly Relaunch) was also established on the basis of dealers partnerships which provided new opportunities for disaffected 14 to 17-year olds. Proposals had to include a wide range of education and training providers, and guidance specified the inclusion of youth services, voluntary organisations and further education institutions. Furthermore, in the context of developing and extending opportunities for education and training to all, we expect to see mention of both the youth service and the further education sector in the Government's White Paper on lifelong learning due this November.

It is hoped that the range of youth work described here and the variety of management arrangements for successful partnerships and complementary work will stimulate and encourage further developments on practice with the shared aim of contributing to young people's achievements in further education.

Youth work in colleges is underpinned by principles of young people's participation and empowerment. Youth work can be defined by students' voluntary involvement. It is their choice to opt into the programmes, projects and support offered through the youth work presence in a college that often distinguishes the practices from that of other college staff.

The basis of this engagement is often the strength of the work and the methods and approaches adopted, particularly when youth workers are targeting young people who have been disaffected and disenfranchised through more traditional and statutory educational obligations.

Youth work in colleges may be undertaken by student liaison officers, student welfare workers, youth and security teams as well as youth workers, and youth and community workers.

In 1993 the Further Education Unit (FEU) and the NYA undertook a joint study of the contribution of youth work to further education (Pittham and Hunter 1993). The NYA followed up these findings by supporting the growth of youth work in and with further education colleges through conferences, networking and articles in the national press (Paraskeva 1994). In January 1995 an NYA survey of colleges and local authority youth services focused on the development and management of youth work in and with further education colleges (National Youth Agency 1995). The aim of the survey was to examine what type of collaborative work existed and how it was managed (see Appendix B). It was already clear from responses that local partnerships were developing and contributing to a range of practice.

2 Youth work's contribution to supporting young people in FE

The range and quality of the contribution by youth workers in colleges are extensive. The ethos of colleges employing youth workers generally emphasises student participation, responsibility and involvement. Through the different aspects and contribution of their work, youth workers in colleges encourage students to take responsibility for themselves and others.

The project visits uncovered areas of work that the college and youth workers had not recognised. Youth work posts are sometimes established to address specific aspects of student support, and then extended by the college and the individual workers as the skills, methods and approaches of the staff are found to be of value in other aspects of the college's development and support services.

Youth work within the 10 project colleges encompasses all of the following:

- curriculum enhancement and support
- advice, information and informal counselling
- personal and social development
- decision-making
- mentoring
- supporting the student union
- security work
- equality of opportunity
- recruitment
- skills development
- the involvement of young people on a voluntary basis
- methods which are empowering rather than directive.

Some of the colleges plan to increase the numbers of youth workers employed or extend the hours of part-time youth worker posts. Budgets for youth work in colleges are also being re-examined in recognition of youth work's contribution to student retention and achievement, and also to the ethos and promotion of the college more generally. Youth workers are contributing to increased achievement and retention of many students and not simply those with a background of 'disaffection' or who could perhaps be defined as socially excluded (Merton 1996).

The following examples demonstrate the range of ways in which youth work contributes to the college environment and beyond.

Curriculum enhancement and support

Examples of curriculum enhancement are varied and extensive. The Duke of Edinburgh's Award is offered by youth workers in several colleges. Some youth workers work with student unions to offer a range of clubs and societies, short courses and residentials. Youth workers deliver elective programmes and tutorial sessions encompassing a broad curriculum, including health, driving, assertiveness, anger management, equal opportunities, sports and arts. In general, colleges encourage students to record achievements through youth work in their National Record of Achievement. However, sometimes achievement in the form of curriculum enhancement is not recorded or recognised.

Youth workers also develop projects that contribute to students' core curriculum. These are often devised and designed with a specific group of students. In one example the youth work project contributed to some students' evidence of achievement which was part of their Advanced GNVQ course.

Several youth workers in different colleges are involved in supporting students on college local education authority link courses with disaffected 14 to 16-year-olds. The youth workers may offer modules or short programmes in basic or key skills or curriculum areas to small groups of students. Sometimes these provide access into recognised qualifications, for example, First Aid, Food Hygiene or Community Sports Leader awards. Youth workers also support college teaching staff by giving specific help to individual students and assisting in ensuring individual learning needs are met.

The evidence demonstrates that there is still far more scope for extending the formal recognition of youth work's contribution to students' achievement. For example, students' organisation of events or management of the student union provides evidence of considerable achievement in some key skills elements. There is also potential for linking many more youth work projects with core curriculum subjects, particularly in vocational education and training, where practical experience is paramount.

Case study 1: AIDS/HIV video project

Students from the college worked collaboratively with the local Youth and Community Service on an AIDS/HIV awareness film, which was turned into a 25 minute video. The project was part funded by an AIDS action group and a local arts organisation and involved staff from a media company, who provided the technical expertise and specialist equipment.

The students in the film-making group took part in a series of technical 'taster' workshops and HIV training sessions before entering the pre-production phase of the film. Ideas for the format and script of the video emerged from a process of group role-play, mini-dramas, brainstorming and format decision-making sessions, in which all the young people took part.

The video, called 'Safe', tells the story of one weekend in the lives of five housemates. It targets a number of issues and misconceptions about AIDS/HIV in a challenging, entertaining but thought-provoking way.

The video is supported by an education pack which includes activities which may be used with young people after watching the video; a list of health education resources, and details of agencies and helplines, both local and national. The video pack also includes a range of pamphlets and brochures which provide additional information and advice.

Benefits to the college

It was a unique opportunity for students from a variety of courses and backgrounds to develop a video resource for use with other college students. Some of the students involved were working on a GNVQ Media Studies course: they were able to submit evidence of work they had undertaken towards their course requirements.

What works for students

There was significant personal development for the students involved: the growth of an important team spirit; an acute sense of working together; and no small amount of perseverance, as the whole exercise took up 28 days of their own time over a four-month period. Students had an opportunity to extend the methods and approaches within their GNVQ course by using this option offered by youth workers.

Seeing the video project through from concept to final production was a valuable educational opportunity for the students. They had the opportunity to be involved in a wide range of activities including: scriptwriting; brainstorming; role-play; storyboard writing; on-screen acting; location filming; sound; photography; set design; costumes; make-up and production.

Working with such a contemporary and sensitive topic was also important. The students themselves had their own awareness about AIDS/HIV issues raised significantly, removing some of their own ignorance.

All of them had the opportunity to reflect on what they gained from the exercise and describe it in the appropriate section of their National Record of Achievement.

They were also able to see their contribution to a successful resource used as part of the World AIDS Day activities, in the college and also in the wider community.

Case study 2: Curriculum enhancement and younger college students

The college offers a programme to young people excluded from school. The students work on a portfolio programme leading to entry level and Level One qualifications using the Award Scheme Development and Accreditation Network (ASDAN) bronze award and the Northern Council for Further Education (NCFE) qualification in Motor Skills and Independent Living. The ASDAN award offers a qualification using projects and assignments and provides opportunities for recording evidence for NCVQ key skills assessment.

The college also offers the Youth Clubs UK First Gear Scheme for those interested in motor skills.

The 30 students spend one day each week working with a tutor and a youth worker in groups of five or six and take part in other college courses.

The youth worker supports the students in the preparation of their portfolios and provides general advice and guidance on an individual basis. The support is often related to issues outside of college, for example, homelessness, violence, family relationships and childcare.

Benefits to the college

The flexibility of the ASDAN bronze award enables achievements to be recognised through projects. The youth worker role as a co-tutor/education support worker enables students' needs to be met as they arise.

Students' skills and achievements in building go-karts far exceed the college's expectations of them, providing substantial evidence to link with some of the key skills.

Students' portfolios are completed and awards gained.

What works for students

They are able to experience success and appreciate that college is different from school.

They say that they attend because they appreciate the support that extends beyond their college work.

They find the learning environment more relaxed and enjoy the challenges that they complete as part of the ASDAN programme.

ADVICE, INFORMATION AND INFORMAL COUNSELLING

In many cases, the advice and information work undertaken by the college youth workers is a key to the retention of students.

> *The activities of the youth worker have been invaluable in contributing to student support over the year. Her contribution has been greatly appreciated and commented upon by staff and students alike. She has supported and offered guidance to numerous students and has saved approximately 50 students from withdrawing from college last term.*
>
> *Director of Customer Services*

This informal aspect of the work and its direct impact on students is often difficult for youth workers and colleges to assess. At times the pressure of dealing with students' unforeseen issues creates conflict and tension, particularly in relation to time management for the youth workers concerned. The balance between support for individual students and the organisation of projects, residential and group work and student union support is often left to individual youth workers, who occasionally experience some isolation from other college staff. This work is often reactive, and support is sought by students in crisis situations. Therefore it is not always targeted or planned.

Some colleges are developing systems for recording youth workers' contact with and support for individual students. Students in all the project colleges gave many examples of advice and support that they maintained helped them to stay on at college. In some colleges there was provision for youth workers to lead on focused work identified as a result of common issues raised by students with the student welfare and support services. For example, youth workers provided group work sessions for students on behaviour management, equal opportunities, drug awareness and bullying.

In most instances, youth workers benefit from being managed within the college student support services team, where they are kept aware of the respective roles of the different guidance, advice and counselling services offered within the college.

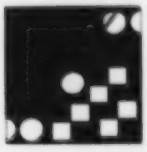
There are often links with other student support services and external support agencies, and students are usually referred on to these following initial contact with a youth worker. In some cases, youth workers find it difficult to refer individual students on for more specialist advice and counselling. There is a possibility in college youth work that the quality of contact and/or relationship between a youth worker and a student may encourage a level of confidentiality to develop. Knowing clearly where the boundaries lie in terms of when it is appropriate to provide specialist support or advice is crucial. Clearly, where youth workers are also qualified counsellors, they can take on the dual responsibility for advice and counselling with the appropriate counselling support networks.

Many youth workers take responsibility for the more general advice and information available to students within the college. This type of work includes appropriate supplies and access to a wide range of information leaflets; organising health information days; inviting in appropriate guest speakers; arranging for visits by opticians, dentists, family planning services, and so forth. This can be seen as an extension of the youth information role now provided through many local authority and voluntary youth work organisations. Some colleges make use of the National Youth Agency Focused Access Information Service (NYAFAIS) system for storing and filing information (see Figure 1). This has now been developed as an information database for young people available on computer and in print.

Figure 1: the NYAFAIS index

1 Education

1.1 Basic skills
1.2 College
1.3 Learning at home
1.4 School



2 Employment and training

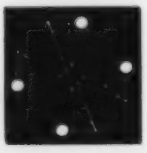
2.1 Being at work
2.2 Looking for work
2.3 Training schemes
2.4 Types of work
2.5 Unemployment
2.6 Voluntary work

3 Environment

3.1 Animal rights and care
3.2 Local action
3.3 World issues

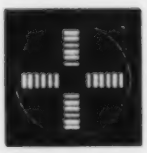
4 Europe

4.1 European union
4.2 Holidays in Europe
4.3 Working in Europe



5 Family and relationships

5.1 Childcare
5.2 Family and personal
5.3 Finding support
5.4 Love and sex



6 Health

6.1 Diet and exercise
6.2 Drugs
6.3 Health matters
6.4 Health services
6.5 Mental health and relaxation
6.6 Women's health

7 Housing

7.1 Household bills
7.2 Leaving home
7.3 Tenants' rights
7.4 Types of housing
7.5 Young and homeless

8 Justice and equality

8.1 Crime
8.2 Cultures
8.3 Dealing with discrimination
8.4 Legal rights
8.5 Politics
8.6 Religions

9 Money

9.1 Benefits
9.2 Debt
9.3 Fund-raising
9.4 Managing money
9.5 Shoppers' rights
9.6 Tax

10 Sport, leisure and travel

10.1 Holidays in U.K.
10.2 International travel and work
10.3 Leisure
10.4 Sport
10.5 Transport
10.6 Music and the arts

National Youth Agency Focused Access Information Service

Youth workers, with the student union, often produce student information newsletters, magazines or newspapers, including articles and topical information, as well as listing social events and leisure opportunities.

In one college youth workers administer a welfare fund, including the Access Grant from the FEFC, to support students in financial difficulties. Issues such as visas/immigration, housing, relationships, family life and cultural identity, as well as curricular and academic issues, impact on students' attendance and consequent achievement. Often the youth workers are seen by students as semi-independent from college and are their first point of contact. Students welcome the less authoritarian and more impartial role ascribed to college youth workers. Like many other college staff, youth workers often exceed their contractual time, particularly when responding to unplanned 'crisis' situations.

Many colleges find that funding arrangements through the FEFC do not provide for enough support to address the wider range of issues that impact on students' learning and achievements. Balancing individual student and college interests sometimes presents tensions for youth workers managed and employed directly by a college.

Case study 3: Advice and information – the role of a youth worker

The college has a youth worker who is employed jointly by the college and the local youth service on a full-time basis overall. This arrangement allows two-thirds of the time to be spent in college and one-third on community-based activities. There is an in-built flexibility which means that the youth worker might spend the vast majority – and sometimes the whole – of a week in college when the demand is high (for example at the beginning of the Autumn term) and compensate for this at other times of the academic year.

The youth worker is located in a purpose-built suite of rooms from which the college's student services division operates. This means that there is easy and frequent communication between the staff working in the various strands of student services, including the counsellors, the careers officer, the welfare officer and the head of student services.

The advantage of this arrangement is that the boundaries of responsibilities between the youth worker and other members of the student services team are seldom compromised.

Benefits to the college

The personal skills of the youth worker are well recognised by the students.

Regular use is made of all the facilities within student services, and the youth worker has a visible role within that provision.

The youth worker works with both individuals and groups and liaises closely with the counsellors. Contact records and student evaluations reveal that several interventions on the part of the youth worker have contributed to student retention on college courses.

What works for students

Having a youth worker who is widely seen as personally accessible, very friendly and supportive in a variety of different contexts is crucially important.

Close liaison with the sabbatical student council officer and other members of the student council means that the youth worker has a wide range of opportunities to provide advice and support where appropriate with the organisation of student activities, including projects, day trips and residentials, drug or HIV awareness events.

The youth worker's office is located on the ground floor, off a busy corridor/thoroughfare for students, which means that access is easy.

It is also helpful for the students to know that the youth worker complements the work of other support staff who can provide more specialised counselling or accurate and up-to-date welfare advice.

The youth worker is widely regarded as approachable and accessible and is highly respected. Having the other members of the student services team so near at hand within the dedicated suite of rooms, including the confidential interviewing rooms, enables cross-referrals to be arranged very efficiently.

MENTORING

Mentoring is a term increasingly used in the support and supervision of work-based learning. The use of mentors or key workers is also being considered as a means of supporting young people within the New Deal. There has recently been an increase in 'mentoring' projects supporting disadvantaged or disaffected young people. It is difficult, however, to

agree a definition of mentoring and how this role differs from that of supervisor, tutor, teacher, youth worker or role model.

It could be said that the role of the youth worker in the college is that of mentor. A definition produced by the 'Mentoring – Working for a Degree' project at Leeds Metropolitan University, provides a helpful starting point:

> *A mentor is someone who facilitates the learning, growth and development of their learner/mentee. Mentoring is about developing a 'special' relationship, built on trust.*
>
> *(Leeds Metropolitan University 1995)*

The emphasis is clearly on individual support and mutual understanding between the mentor and mentee. Youth workers also take on a mentoring role in their own right and may well be approached by young people in this light, particularly when their appointment includes targeted work with black or Asian students. The youth worker may have a specific role focusing on equality and access for under-represented or disadvantaged students within the locality of the college. Where they come from a similar background and share a cultural identity with students, they may be seen by students and the college as someone to identify with and someone who will 'understand'. One of the strengths of youth work is that the young people engage with the youth workers on a voluntary basis: on the whole they decide how, when and what to be involved in.

The age of mentors for young people is an important factor in some of the training developments involving young students in 'study support' (The Prince's Trust 1997) schemes in schools, colleges and youth centres.

There are several examples where youth workers are involved in more structured 'mentoring' schemes and are responsible for training students as mentors or supporters to other students.

Case study 4: Youth worker as role model and mentor

The community in which the college is located has a large number of disaffected young people, whose attraction to and retention at the college are crucial in educational, community and financial terms. This led to the appointment of a part-time youth worker at one of the college's five main campuses, where the majority of youth provision is concentrated.

This particular college site has a very high proportion of students of African or Caribbean origin and large numbers of white lecturers. So it is significant that the youth worker appointed is black, female, young and approachable.

Benefits to the college

There is evidence that some students see college staff (including some employed in supportive roles such as student welfare officers and careers advisors) as 'authority figures' and would tend therefore not to go to them for advice. Many of the college tutors are seen by students in the same light.

The youth worker appointed by the college on a part-time basis has proved to be very effective. In the relatively short time since her appointment she has developed a range of support for students including:

- working with non-attenders in less formal settings
- organising activities, on, for instance, drug awareness
- helping with the running of clubs, societies and sporting activities.

The college evidence indicates that the level of complaints and incidents at the college site has dropped significantly since the appointment of the youth worker.

A good rapport has been developed with both male and female students and, from student contact information, it is clear that a larger proportion of male students have been seeking help and advice since the youth worker was appointed.

The youth worker reported that she has been able to earn the trust of many of the young people, and has been able to work with them, developing strategies to enhance their social skills, time management, responsibility and communication skills. The consequence of this was that many more of these young people are being retained on courses from which they would have dropped out otherwise.

What works for students

The youth worker is also involved outside the college on another project in the community which gives her considerable experience on housing issues. She is therefore able to advise many students on that specific welfare issue with up-to-date and relevant information.

Many of the students see the youth worker as a mentor whom they can turn to for support and encouragement.

Supporting the student union

Many youth workers are involved in supporting the student union. It is a role that fits very comfortably with the skills, experience and professional training of youth workers. Most youth workers work in partnership with the student union. Their shared aims are:

- increased representation of students on college committees
- creation of more democratic structures within the college and the college NUS
- increased membership
- more activities organised by the union.

The youth worker is likely to be involved in establishing and monitoring some of the systems and support structures that enable the union to function. In some instances this includes oversight of the accounts and providing a signature for the bank.

The increasing numbers of part-time students and the younger age of many full-time students in some colleges often make recruitment to sabbatical posts and executive roles very difficult in further education colleges. The continuity provided by the support of a youth worker is regarded as particularly important by colleges wanting an active union to carry on from one year to the next.

Case study 5: Supporting the student union

The youth worker in the college is employed by the college for three days a week during term time, and estimates that she spends on average a quarter of her time supporting the student union executive. This work is more intensive during student elections and at the start and end of the year. For the last year she has been working an extra one or two days per week. The college has gradually moved to making the youth worker post more substantial. It started as a temporary post of nine hours per week in 1995. The college has also experienced a 72% rise in numbers of full-time students during the past two years.

The youth worker works alongside the student union executive and membership, establishing structures that encourage students to take responsibility for their own union. This includes:

- identifying with the executive events they want to organise
- supporting residentials and activities
- publicity
- elections
- financial responsibility.

Training to support the executive is organised as early as possible and includes representation skills, working as a team, understanding discrimination and equality. The current age range of the executive is 17 to 23. The youth worker is developing links with the youth service and plans to run the Duke of Edinburgh's Award Scheme in the college.

A successful health fair was organised using a student health group and external agencies. It was funded by the local health promotion team and will be run on an annual basis.

Benefits to the college

The college has an effective student union and students are involved in organising a number of their own activities.

The general team-building and group work skills used by the youth workers in empowering the student union executive are recognised and valued.

Re-organisation of the elections, so that some of the posts are elected in the Spring term and some in the Autumn term, has benefited the college in the continuity of the executive over the academic year.

The youth worker has helped retention and has seen and supported numerous students who would have left without advice and support.

The high profile fund-raising events such as Children in Need and Red Nose Day have attracted positive media coverage and contributed to raising the profile of the college.

What works for students

Students are contributing to college policy documents. A student union executive member sits on the Governing Board and the Academic Board.

The student union executive members have job descriptions. They have also acquired their own office and have just appointed a part-time administrator.

The student newsletter and information guide are accurate and up to date and produced regularly.

The student executive team hold a regular weekly meeting with the youth worker. They produce termly reports, evaluate events and attend NUS training.

The student union has organised events including: discos and balls, fund-raising for Children in Need, events for World AIDS Day and World Mental Health Day, and sports and arts activities.

The students organise a range of activities. They see the youth worker as supporting them, and understand that they are responsible for making the union and the events work.

They enjoy being with the youth worker and take an active interest in the other aspects of the role. They regard the youth worker as their advocate and seek advice on an individual as well as a collective basis. They respect the fact that she does not make things easy for them by doing it herself. They have learned by mistakes as well as successes.

SECURITY AND YOUTH WORK

In all of the project colleges the youth workers have some responsibility for safety and security. This is not usually their primary role, but is a result of methods and approaches which complement a college ethos where students are encouraged to take responsibility for themselves, as well as for others and the college. Youth workers in two of the colleges work from rooms adjacent to the refectory. In two others they are prominently located on main corridors near reception, while the library is the base in another college. In one college the canteen is the base for some of the youth work projects and activities. This is where students and youth workers work together on displays and promotion of local and national campaigns such as World AIDS Day, Mental Health Week, Environment Week, and fund-raising activities. It is this high profile in public areas of the college during students' free time that means youth workers are on hand to deal with difficult situations as they arise. In some cases they do defuse violent situations.

Where youth workers work in both the college and the locality they often know some of the non-students who enter the college premises.

As the FEDA paper 'Tackling Drugs Together' (Mitchell and Bone 1997) identifies, colleges' franchising of catering and security services may exacerbate concerns about security, because the staff are unfamiliar with the students and the college ethos.

In one college spending on security and more traditional surveillance is minimal, and this is attributed to the youth work team. The college is open 364 days of the year, with two youth workers covering the premises 12 hours each day. The local community is encouraged to use the college.

There is currently debate in the further education sector regarding the profile and approaches of youth and security teams. Clearly, as with all other aspects of youth work in colleges, there will not be one approach that all colleges will adopt. The ethos of the college in relation to security is critical and all staff need training to ensure that this is promoted throughout their work. The level of involvement of youth workers in security matters will then complement the whole college approach, which may include the appointment and training of a specific team responsible for youth and security work.

Case study 6: Youth and security

The college has employed a team of youth and security workers since the mid-1980s. The team operate across three main sites from 9.00 am until 10.00 pm. They are trained by the team manager. Each member of staff gains a City and Guilds qualification in security and undertakes the college's own youth work training. The induction period includes two weeks shadowing staff and familiarisation with an operational handbook.

The team organise a range of activities, visits and speakers for students. The youth and security workers are always on hand to respond to issues and deal with any violence. They wear tracksuits which enable them to be identified easily by staff and students.

Benefits to the college

Recruitment to the college has improved and the level of violent incidents has decreased since the youth and security team has been in post.

Consistency of approach by the team is important in such a large college. Staff do not have to know the detail of all policies when they know that the general practice is to call the team to deal with incidents.

The team support other staff and ensure that procedures are followed, investigations are thorough and any statements necessary are recorded.

The high profile of the security element is particularly significant in enabling the number of Asian students attending the college to rise. The ethnic profile of the team reflects that of the locality of the college.

Staff development is valued in that the team are qualified in security work and experienced in youth work. Many have moved on to new jobs or taken up opportunities for further education and training.

Recording of incidents provides support to staff if police are involved in more serious cases.

What works for students

The students feel safer in college. They have a range of activities and events available to them.

They know that each incident will be responded to according to the operational handbook and in this respect any response to incidents will be dealt with fairly and equitably.

There is less bullying of disabled students or those with learning difficulties, and the youth and security team members make a point of knowing these students, and providing them with additional support.

The team can arrange for individual students to have contracts regarding behaviour, and are responsible for monitoring these and reporting back to staff, students and parents.

Recruitment

For many colleges, recruitment of students from new and different areas and extending traditional further education college boundaries is a priority. The project found that youth workers' involvement in recruitment was significant, but often unplanned and piecemeal. It is difficult to find hard evidence of this involvement as it is mainly anecdotal. Their contribution and potential cannot be underestimated, particularly in relation to widening participation and accessing new younger students within their entitlement to the New Deal.

Where youth workers were employed in both the college and local authority youth work settings, opportunities for 'informal' promotion of and recruitment to further education were evident. Those working in the community were in contact with young people who were unemployed and not in education or training, and encouraged them to go along to the college for information on opportunities and courses available. They arranged to meet young people in college so that they would be assured of contact with at least one person who knew them.

Where organisation and management between the youth service and college were most effective, college youth workers and local authority youth workers used locality staff meetings to inform each other of opportunities available to young people, including updating on new college initiatives.

In one college the youth work team organise a full programme of summer activities on site during the main holiday. These activities are open to children and young people in the local community. Students are trained and supported by the youth workers to provide playscheme activities in addition to taking part in their own organised activities and visits. This programme is valued by the college for its contact with parents as potential students, as well as with their children, who may become college students in the future.

> *Youth workers are important. They often act as an informal link into the community serviced by the college . . . youth workers often already have a good dialogue with the parents and guardians of our students. They can provide useful insights in this respect.*
>
> *College Manager*

Youth workers are often very active in student induction weeks and college open days. They usually work with the student union to demonstrate to new younger students how college is different from school, and that it offers support and a social life in addition to education. For the more reluctant and sceptical recruits, in particular, the welcome and introduction to college may be critical to their decision to remain. Word of mouth is vitally important, and the new students will assist in widening access if they feel the college has something to offer them. The youth worker, like any other college staff, in this first week will also be involved in helping new students to make decisions relating not only to their education and training, but often family life, relationships, finance and accommodation.

While it is important that the youth work contribution to recruitment is acknowledged and recognised, a more holistic and strategic management approach would take on board this contribution together with analysis of the overall impact of the different recruitment strategies and costs.

One college was using Section 11 funding to establish a mentoring scheme for college students to support underachieving pupils in a neighbouring 11–16 school. This provided a potential link into college for Asian pupils who may not have thought of continuing in education. Another college had

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linked with the local authority youth service and been successful in gaining European funding for a project designed to target young unemployed people. These young people received training in a local youth centre and attended college. Staff from the college and the youth service provided complementary support, and in working together the project was able to extend the opportunities available to young people who otherwise may not have considered re-entering education.

Other examples of college youth work cited here provide further in which youth workers have been attributed with contributing to improved recruitment (see security and youth work, Case study 6).

Case study 7: Youth work with Asian students

Youth work in the college is managed by the guidance and liaison section of student services. There are three part-time Asian youth worker posts, which were established specifically to focus on the needs of Asian students. Two of the youth workers (one male and one female) are each employed for 25 hours per week, while another male worker provides support for two sessions a week.

A support group for Asian students was established by the youth workers and has proved very popular. It provides regular sessions on a weekly basis in term time.

The youth workers also support students in the library on a regular basis.

The number of full-time Asian students, mostly Muslims aged 16 to 19, is high in relation to the full-time college student population, and the proportion of Asian students in the college is also higher than within the local population.

Benefits to the college

A major reason for appointing the Asian youth workers was to provide support for students in challenging alleged racism from some of the non-teaching staff within the college, particularly among the security staff. The issues which prompted the college to appoint the Asian youth workers were becoming increasingly significant. They have now been largely resolved as a result of the initiative.

The Asian youth workers liaised closely with these staff and provided opportunities to discuss race-related issues. Given that the previous situation had contributed to management concerns about retention of the college's Asian student population, there has been an important contribution made to improving retention rates and achievement levels.

Support was provided for the Asian students on a group and individual basis, with additional support through acting as an advocate with their parents over certain college-related issues.

The number of complaints from Asian students, particularly regarding the nature of remarks made by some members of the non-teaching staff, has dropped significantly following the appointment of the Asian youth workers. Some of the previous complaints related to being treated as children rather than young adults and these have also been resolved.

There was also an improvement in the quality of links between the college and the parents of some of the Asian students. The youth workers had been able to talk successfully and meaningfully to some of the parents regarding issues of gender, culture and education.

What works for students

The Asian students interviewed reported that the contribution of the Asian youth workers had been crucial in enabling them to continue at college.

The youth workers live within the local communities from which the Asian students are drawn. They are therefore well known and respected: two of them meet many of the same students in other youth activities with which they are associated outside college, such as community-based football and cricket teams.

The students felt that their opportunities for achievement were enhanced by the general support of the Asian youth workers and their increased access to the college library, where one of the Asian youth workers is based.

Through the support group Asian students were involved in a number of projects, including plans for an international exchange to Pakistan. This included links with a college in Lahore and a variety of fund-raising events, including an Eid party (a celebration at the conclusion of Ramadan) and a fashion show.

The support group is run by a committee of students who are taking responsibility for many of the activities, with the help of the youth workers. The support group has developed an education programme, including some outside speakers, on matters such as cultural awareness, Asian dance and drug education, and are also now involved in organising trips and visits.

3 Management and support

Management arrangements are almost as varied as the youth work contributions. The main issues relate to the size of the youth work team, partnership arrangements with the local youth service and staffing matters such as recruitment, training and line management.

In 1995 the National Youth Agency examined management arrangements for youth work in colleges in some depth. Questionnaire responses from 51 colleges and local authority youth services provided the basis for the analysis. The information in Appendix A is taken from an NYA briefing paper (Middleton 1993). The findings continue to be reflected in current practice, where the numbers and hours of youth work contact time for the 10 project colleges varies from two part-time youth work posts of three hours to a team of eight covering the college site in shifts from 8.30 am until 10.00 pm.

Individual part-time youth workers continue to provide aspects of all of the areas of work described in Section 4, encouraging students to contribute to an enormous range of projects and programmes. College youth work is found to be most effective when the youth workers take part in college meetings with staff from relevant departments, and where managers from the college and the local authority youth service meet on a regular basis. In the majority of colleges, the youth workers are managed within the student support services. Youth workers who are employed part-time by the college, and part-time by the local authority youth service, value the benefits of networking with colleagues and the development of area youth work strategies. They are also able to inform colleagues of the college courses available and any new initiatives that may be of relevance to young people in contact with these youth workers.

> *The benefit of being a youth worker/welfare officer at this college, enables me to use my training and background to work with and support students to enable them to get the most out of their time at the college.*
>
> *Student Welfare Officer*

Youth workers' access to facilities within the college varies according to their employment and the aims of the college for the work. In one college the youth work team manage a separate youth centre. Youth workers also generally operate through college common rooms and refectories. Office accommodation and space for meeting with individual students is sometimes difficult for youth workers to find and they often borrow rooms from other departments. This flexible use of accommodation is advantageous in that it gives youth workers access to sports and arts facilities. There are additional resourcing difficulties when a college operates on several sites and a youth worker's time is spread too thinly.

Recruitment and training

Where youth workers and those undertaking youth work in colleges are employed directly by the college, they are often appointed on salary scales well below those nationally agreed by the JNC for the youth work profession (see Appendix B). Colleges are not always aware of the national structures for training and employment of youth workers, and do not always look for qualified youth workers. However, where youth workers are employed by the college, they have access to the college appraisal systems and a wide range of staff development and training opportunities.

Professional training for college youth workers is generally better where there are links with the local youth service and recognition is given to nationally and locally recognised professional qualifications. Similarly, where the youth service assists colleges in drawing up job descriptions and recruiting youth workers, the posts are more likely to acknowledge professional youth work qualifications, pay and conditions. (Appendix C offers sample job descriptions.)

Partnership arrangements

A variety of partnership arrangements with the local authority youth services exist within the 10 project colleges. There is not one single accepted practice. The value of working in and with the college is recognised by the youth service and the college alike. At a time when both sectors are struggling with diminishing budgets, partnership developments are

seen as beneficial. They also assist in attracting additional sources of income to work with disadvantaged young people.

Evidence exists of additional benefits in partnership between colleges and youth services leading to joint access of additional finance, including Single Regeneration Budget, Section 11 and European-funded projects (Youth Start).

With new government initiatives, such as the New Deal for young people and the New Start, it is evident that this national encouragement to continue innovative partnerships will continue.

Several youth services have also made arrangements with colleges to provide training for youth workers under FEFC Schedule 2a.

College networking with the voluntary youth work sector was unusual and tended to relate to the level of local activity by specific voluntary organisations. Some colleges encourage students to volunteer within their communities and are working with Community Service Volunteers (CSV) and Princes Trust Volunteers (PTV) to support community volunteering initiatives.

In some colleges clear partnership agreements have been made between youth services and colleges for local authority youth workers to work on college sites; in others there is a looser arrangement. The local authority youth work managers and college managers generally hold regular meetings to discuss progress and developments.

Case study 8: Partnership arrangements – district youth workers

The college has three youth workers, all of whom are full-time employees of the local authority youth service and work in the college on a sessional basis. As district youth workers, they also work in the other further education college in the town, schools and various youth centres. Mixing with students both inside and outside the college is seen to be a valuable component of the current arrangement.

The management arrangements therefore allow for the use of the college premises as a base for youth work strategies developed within the local authority's youth service policy framework.

The youth service district team manager and the college's dean of membership services jointly manage the development of youth work in the college. This enables discussions on matters where the youth service is involved with the college to be handled in a co-ordinated and more efficient way. Many further education colleges are extremely large organisations, as in this case, and the youth service is particularly in favour of having a single contact point within the college.

In this example, the staffing costs of the youth workers are covered by the youth service. (Under current arrangements, one of the youth workers is paid for out of Section 11 funds.) The college is responsible for the costs of providing a dedicated youth work room in the main dining area and any time for related senior management staff liaison.

Benefits to the college

The youth workers come into the college with particular specialisms, interests and experience which benefit the students and provide another tier of support for the college's advice, guidance and support services.

One particular strength of the youth work team is that it is mixed race in composition and has undertaken some pro-active multi-cultural work, addressing issues of racial tension.

There is limited formal security within the college, and the youth workers are seen to contribute to the overall college ethos of promoting student participation and community involvement.

The two senior managers meet on a regular basis and have established what was described as a good working relationship. There was joint recognition that both the college and the youth service were seeking to focus more and more on serving the young people of the town as effectively as possible.

Links with the personal tutor system have been developed by the youth workers. Evidence is growing that their sympathetic intervention in disciplinary issues is seen as a contribution to student retention.

Youth workers' awareness of potential issues and opportunities outside the formal college curriculum, for example sessions on drug awareness and with Asian young men, was seen to be very valuable. There are examples of inter-agency co-operation in arranging events for the college. Co-operation between the college, youth service and other local services resulted in the college acting as a venue for a community theatre, which has raised a number of issues of importance to students at the college.

The college and youth service are developing a framework for action which links into issues like recruitment, support and achievement of students. Three levels of involvement have been devised which relate to shared and complementary strategic objectives:

Level One The college pursues its own strategic objectives, as does the youth service. Under this scenario, the college's function is to serve as a convenient location for accessing young people for the youth service.

Level Two This relates to agreed joint ventures which aim to achieve shared strategic objectives. Under these circumstances, each party would contribute funding on a pro rata basis.

Level Three These are agreed joint ventures for which allocated funds do not exist in either organisation's budget. The two partners, the college and the local youth service, agree to work on collaborative partnership bids to fund an agreed joint project. Depending on circumstances, this may involve additional interested agencies and/or parties.

What works for students

Having youth workers who are well known, in and out of college, is seen to be an important asset.

Receiving quality, well-informed advice, and tutorial support is important.

The recent allocation of a youth work room immediately adjacent to the main student dining area is seen as an important development. It is next door to the student union office, which will provide an opportunity for promoting closer links between the youth workers and the student union.

Case study 9: Partnership arrangements – a college youth work team

The college has extensive links with the local authority youth service, based on shared values and purposes, within a mutually supportive framework.

The college has three youth workers, each of whom operates on one of its three main sites, coming together for shared activities and team meetings. They are, however, employed directly by the college, rather than the youth service.

All three youth workers are youth and community work trained and are experienced practitioners. Their line manager (the student services manager) was previously the local authority principal youth officer. In addition, the director of the department which embraces student services has worked in the youth and community service.

There is therefore considerable knowledge of the facilities and opportunities within the local youth service, and this has led to a breadth of networking.

Joint activities have included: evening excursions, which involved team-building and sailing, at a local outdoor centre; a joint youth service/college drug review group; a collaborative drug challenge bid; and the use by college students of youth service facilities, accommodation and equipment.

Benefits to the college

The college has benefited from employing quality youth workers, who have high levels of credibility with the student population.

In addition, support for the college youth workers helps alleviate their sense of isolation, with opportunities through training to keep up-to-date with current developments in youth work provision.

The close relationship has also meant that there has been extensive promotion of youth service activities and projects among the college student population. This has included a large number of referrals to the youth service's Information Shop.

The links with the local youth service have also provided the chance to demonstrate good practice in quality assurance and inspection, such as: support for students through links with community-based agencies; and cross college/general facilities, where the college has been able through the youth service to access recreational and sport facilities which are not available within the college itself.

Close links do enable cross-referrals to take place, with some contribution made to recruitment and retention within the college.

What works for students

The youth workers are very experienced in supporting activities like the welcome fair (part of the students' induction programme), drug awareness, equal opportunities, women's week, faith festivals, as well as theatre and residential visits.

They are also well informed on a range of youth-related issues, supporting tutorial work on issues such as bullying, personal effectiveness and stress management.

The student union at the college is a registered voluntary youth organisation in its own right, and thus is on the local youth service mailing list. They are therefore able to access the full range of literature and information first-hand.

4 Framework and guidance for self-assessment and evaluation

Evaluation in youth work and in colleges entails an ongoing process of checking, reviewing and amending practice. The collection of a range of information, including reports, surveys, student feedback, attendance figures, etc, will influence change and development in the work of the college youth work team. To provide the most appropriate support for students, college youth workers and their managers have to be able to measure how practice has changed and identify new outcomes, as well as consider how far youth work meets the targets identified at the outset.

The monitoring and evaluation materials developed as part of the project have been designed to assist in targeting college youth work in order that the contribution is focused and complementary to other college provision. They are also in keeping with the processes of self-assessment and reporting introduced by the new FEFC inspection framework.

The examples and evidence from the project colleges indicate that youth work needs to be evaluated on the basis of both planned and unplanned outcomes. As has been demonstrated through many of the examples in this publication, youth work can be planned, targeted and pro-active. Projects are often developed with the students over a period of time, in response to issues identified by them. These may be delivered through tutorial sessions, peer education, skills development, optional programmes, and the organisation of residentials. Some of this work may lead to recognised accredited qualification for students.

It is both possible and desirable for youth work to be responsive to unplanned issues arising within the college – for example bullying, stress, racism and drugs. This responsive nature of youth work is often critical as it provides the college with a means of addressing unforeseen issues, many of which are related to individual students' attendance and consequently their achievement.

Where youth workers were offering advice/information, the collection of statistics and monitoring was more comprehensive. Logging this type of contact information by youth workers is in keeping with college practices for monitoring advice and information provided across the student support services. However, evaluation in one college was described as verbal and informal. Collection of data and evaluation was generally better where colleges had recently been inspected, or were preparing for inspection.

In one college a youth worker represents the college youth work team on the college quality committee. Several other youth workers provide established access routes for students to engage with and influence college management and evaluation through representation on college committees and policy review groups.

The project colleges assisted in developing three aids to evaluating practice. They are all designed to facilitate self-assessment and evaluation. They can also be used to assist in planning youth work and setting performance indicators and evidence prior to establishing new areas of work or introducing youth work in colleges.

The premise for evaluation of college youth work is that it will be placed within the context of both youth work and college aims and objectives.

All three approaches are complementary and can be used to support each other.

Case study 10: Evaluation and quality assurance

The college, located on two main sites, has a youth work team of six full-time staff. This team have recently been re-named the student liaison team. They are housed in a separate Student Centre building, within easy access of the main college teaching and administrative block. The actual distance from the main building is only about 25 metres, but this was seen to be a significant – almost symbolic – divide.

The team provide extensive services and support for students at the college. This includes assisting the student union, running a student electives programme, supporting tutorial provision, holiday programmes, outreach work, residentials, special projects and the facilitation of specialist groups. They work a shift system and are on duty at the college for 12 hours per day from 8.30 am, 364 days a year.

The entire team operate a comprehensive method of recording detailed information about the activities with which they are involved. This 'Quality Portfolio' is a means of collating qualitative and quantitative data about all the support provided for students across the college.

Benefits to the college

A recent FEFC inspection gave the college a grade 1 for both Quality Assurance and student recruitment, guidance and support.

The Quality Portfolio, which is bound in a number of large ring-binders, is an impressive and efficiently filed compilation of evidence of the range of youth work-related activities that are being undertaken across the college.

Routinely, appropriate examples of correspondence, advertisements, posters, attendance registers, tickets, photographs, evaluation sheets and any relevant press coverage associated with a particular activity are filed in the portfolio.

The student liaison team complete weekly contact record sheets, including transcripts of referrals to other services. Registers are kept for students attending electives and tutorial sessions. In addition, use of the student centre itself is monitored and recorded regularly four times each day. The porttolio incorporates year planner project sheets.

The advantage is that materials to support a claim of quality provision are collated on a regular on-going basis, rather than immediately before an inspection visit. The process of finding evidence was now an expected part of the job. All of this assists in more effective planning of activities across the year.

The college has attributed a measurable decrease in spending on formal security staff and other security provision to the youth work provision.

The youth workers in the student liaison team now offer a programme of tutorial support. This includes tutorials on issues such as: equal opportunities, drugs education, and the written qualification for the driving test. Additional support has been provided by members of the team for special projects such as World AIDS Day, Youth Work Week and mental health awareness.

A range of activity-based holiday events is also organised, offering fuller use of students' time and the college premises, and consequently providing opportunities to fill what might otherwise be idle time for the students.

What works for students

Students are now involved in planning the tutorial programme and, as a result, many more of them choose to attend. Some also tutor on the programme as peer educators.

Delivery of some aspects of the tutorial programme by members of the student liaison team was seen by students as a positive contribution. They liked having key, contemporary issues addressed by youth workers, who are much closer to them in age than many of the personal tutors.

Students have access to the support of a youth worker at any time during the college day.

Youth workers are on duty in the dining area as well as the student centre and are seen as a friendly face and someone who knows what is happening and how students can get involved.

COLLEGE SELF-ASSESSMENT EVALUATION FRAMEWORK

This evaluation framework is based on the FEFC Circular 97/12 'Validating Self-Assessment' and the OFSTED revised inspection schedule for youth work 'Inspecting Youth Work', both published in March 1997. Given that the FEFC and colleges are preparing for self-assessment, and many local authority youth services use the OFSTED framework as guidance for their own evaluation and quality assurance practices, it was found appropriate to produce a framework for evaluation and planning of youth work in colleges which synthesises the two documents.

The findings from this project indicate that college youth work is generally evident in the following four areas from the FEFC guidance:

- the college and its mission
- students' achievements
- the curriculum content, organisation and management
- support for students.

The evaluation materials focus on specific quality statements from the above areas.

Elements from the OFSTED framework for youth work have been selected and adapted to give it a further education focus, so that the principles and practice of good youth work can be applied to a college environment.

It is suggested that colleges use this framework to analyse their current provision and that it forms the basis of discussion for a continuous cycle of planning, review and development. It can be copied so that managers, youth workers and college staff in all other appropriate departments can address the following questions for each FEFC focus area:

- What indicative sources of evidence does the college have currently? What can it collect in the future?
- What are the strengths and weaknesses of your college work?
- What action will be taken as a result of this evaluation and review?

The examples of practice adapted from the OFSTED framework are provided to encourage consideration of self-assessment. They relate specifically to the adapted OFSTED framework elements. The examples of best practice relate to college provision likely to be graded with a *1* in the FEFC inspection framework. Colleagues using this evaluation may find it useful to grade the youth work provision and discuss the results of this exercise.

FEFC focus: the college and its mission

Quality statement

The college youth worker has a clear mission, is responsive to the needs of its students and young people in the local community, seeks to widen participation in further education and promotes equal opportunities.

From the OFSTED framework: quality of practice in college youth work

Evaluation criteria

The quality of college youth work practice is judged by the extent to which youth workers:

- understand and implement the educational principles of youth work
- know the college and its locality
- devise responsive programmes and plan sessions to the needs of the college students, and young people in the locality
- build positive relationships with students
- display flexible styles of leadership
- present activities which stimulate and challenge
- involve students in planning and review.

Indicative sources of evidence (FEFC and OFSTED)

- mission statement
- policy statement and college's charter encompassing youth work
- strategic and operational plans
- college student profile
- the views of college management, local youth service, students and members of the local community
- aspects of the college's youth work performance relating to retention and achievement of students
- numbers of students engaged in youth work programmes and activities
- session observation notes
- observation of students' involvement in management and programme planning
- discussion with youth workers and students
- sessional, mid and long-term planning documents
- workers' own review and evaluation procedures, including recordings
- user surveys
- other.

For college completion

Evidence available	Who has responsibility?	Date for development	Who will be involved?

Examples	Suggested grades
High standards are achieved where youth workers and students show mutual respect. Youth workers make use of relationships of friendship and trust to involve students in challenging programmes. Youth workers understand and can deploy in practice a range of appropriate social education methods to achieve their objectives. Sessions are thoroughly planned and use approaches which are differentiated for ability and interest, and encourage students to take responsibility and develop skills and understanding. Youth workers regularly review their work and can demonstrate how students have developed personally and socially through their participation in programmes.	1
Where standards are unsatisfactory, there is mistrust and resentment between staff and students, a reluctance to participate in stimulating activities, and a sense that students are merely being 'kept out of trouble'. Youth workers do little more than supervise activities and 'police' college premises, and show no evidence of planning or reviewing their work.	5
What is your grade for your college?	❑

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FEFC focus: students' achievements

Quality statements

- Students' work is of an appropriate standard and where appropriate demonstrates vocational competence.
- Students' other achievements are recognised and valued.
- Students attain their primary goals in terms of progression, for example, to other further education courses, higher education or employment.

From the OFSTED framework: standards of achievement for college youth work and quality of students' response

Evaluation criteria

Standards of achievement are judged by evaluating the extent to which students show evidence of:

- acquisition of new skills and interests; gains in knowledge, understanding and awareness; a sense of achievement and enjoyment; making use of information and resources
- learning, including information-seeking, problem solving, communicating information and ideas, applying what is learned in different contexts, evaluating achievements
- growth in confidence, self-esteem and a sense of empowerment; an ability to make choices, influence programmes and events; and engage in self-advocacy; an ability to discuss and debate issues
- ability to take responsibility for themselves and other people; form positive relationships with supportive adults and peers; successfully sustain relationships.

The quality of students' response is judged by:

- their ability to engage with the programmes on offer
- their relationships with one another, with the workers and with other adults in the college
- their attitudes including sensitivity, tolerance, awareness of self and others, motivation, interest and the ability to co-operate
- their attendance and participation rates and the quality and duration of their involvement with youth work in the college.

Indicative sources of evidence (FEFC and OFSTED)

- students' reviews, evaluation and documentation of their own achievement and contribution to youth work projects (video, photographic, written, media/press coverage)
- information on awards, grants, performances, exhibitions, local and national qualification standards and levels achieved, for example, the Community Sports Leadership Award, Duke of Edinburgh's Award, Prince's Trust Volunteer Programme, ASDAN awards
- contributions to students' Records of Achievement
- contribution of youth work projects to student's courses. For example peer education projects linked to GNVQ Business, student organisation of events and volunteering projects linked to Leisure and Tourism
- testimonials from others
- reports and observations from youth workers on students' achievement (video, photographic, written)

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- students' representation on college bodies, committees and student union activity.
- surveys of students
- students' reviews of their peers' contributions and participation.
- youth workers records of students participation
- representation in college bodies and committees
- membership and attendance records
- other

For college completion

Evidence available	Who has responsibility?	Date for development	Who will be involved?

Examples	Suggested grades
High standards are achieved where students are influencing programmes and decisions, are taking responsibility for themselves and others in the college and the wider community, can demonstrate evidence of having developed new skills and interests, and have gained in knowledge, understanding and awareness. This has resulted in an enhancement of self-esteem and greater maturity in their relationships. They demonstrate effective personal and social skills as a result of their experience of youth work, and they show initiative in seeking and using information in solving problems.	1
Response is of good quality when students are demonstrating good relationships with others, are engaged with the programmes on offer, and are keen to make contributions; they are sensitive to the needs of others and are able to co-operate in organising and taking part in events and activities.	
Standards are unsatisfactory where students are dependent on adults to provide for them, are reluctant to take responsibility for the consequences of their actions, have not developed new skills and interests nor made gains in knowledge, understanding and awareness. Their self-esteem is low and they show little regard for the needs and feelings of others.	5
Response is of poor quality when students are immature, lacking in initiative and in sensitivity to the needs of others. They are reluctant to share ideas and resources and can neither organise for themselves nor work collaboratively with their peers or with youth workers.	
What is your grade for your college?	❑

FEFC focus: the content and organisation of the curriculum areas

Quality statement

Students have the opportunity to participate in extra-curricular activities.

OFSTED framework: youth work curriculum range and development

Evaluation criteria

The curriculum is evaluated by the extent to which it:

- is co-ordinated to provide a broad and relevant range of activities and experiences
- offers wide-ranging opportunities across the college but is also targeted where appropriate
- provides an effective basis for students' personal and social education and development
- recognises, provides access and makes appropriately differentiated provision for students according to age, gender, ethnic origin, interests, abilities, social circumstance and sexual orientation
- is responsive to the needs of students by being provided at times, in places, and in ways which are accessible and by offering opportunities for the views of students to be expressed and listened to.

Indicative sources of evidence (FEFC and OFSTED)

- curriculum documents provided by timetable of provision, availability of youth worker(s) and location/premises for youth work
- patterns of usage of different types of provision
- strategic planning
- user surveys and needs assessment
- session planning
- case studies and examples of good practice
- other.

For college completion

Evidence available	Who has responsibility?	Date for development	Who will be involved?

Examples	Suggested grades
Responsive programmes of activities are organised effectively and as appropriate in different circumstances, in ways which motivate students. Staff have high expectations of their responses. Themes and activities are chosen which reflect the interests of young people and encourage them to explore themselves and their social environment. Students are stimulated to try out new forms of self-expression and to participate in the planning, management and delivery of the work.	1
An unsatisfactory curriculum lacks breadth, balance, differentiation or progression. It is irrelevant to the needs and interests of students. It rarely moves beyond low-level recreation, offering little challenge or risk-taking.	5
What is your grade for your college?	❑

FEFC focus: support for students

Quality statements

- Students receive effective learning support to meet their individual learning needs throughout their studies.
- Students have access to relevant support on personal issues.

From the OFSTED framework: assessment of students' needs and development

Evaluation criteria

The quality and effectiveness of assessment are judged by the extent to which youth work in colleges:

- develops a curriculum and programmes according to an assessment of need, with priorities agreed by all parties, including the students
- employs measures for assessing students' collective and individual developments within the various programmes and activities on offer
- records, in conjunction with the students concerned, their achievements and development, both individually and collectively and in ways which enable them to recognise and demonstrate their own and others' achievements.

Indicative sources of evidence

- college profiles including demographic and socio-economic data and key trends
- user surveys
- minutes of advisory committees and student forums
- youth workers' annual and more immediate planning and session plans
- sessional recordings and evaluations
- discussion with students and college staff
- records of students achievements
- project reports
- records of individual contact for advice and information
- other

For college completion

Evidence available	Who has responsibility?	Date for development	Who will be involved?

Examples	Suggested grades
Where assessment of the needs of students is good, youth work will have established procedures for monitoring the views and responses of students, college management, other staff and other organisations and agencies. Every effort is made to obtain the views of those not in contact with the college youth work as well as those who are currently using it. The information gathered is used to inform the planning of programmes and the deployment of staff. Individual and group development and progress are evaluated in conjunction with the young people involved, and are recorded in ways which will be most helpful to their future development and progress.	1
A wide range of students is reached and services, including information and advice, are easily accessible. The information provided is relevant, reliable and up-to-date. Advice is provided in confidence with an effective referral system so that specialist help can be secured. Students make effective use of provision and services, ensuring that they meet their needs without becoming unduly dependent upon them.	
Where assessment is poor, college youth work managers have little up-to-date information which will assist the planning of programmes and the deployment of staff and are unaware of the view of the wider college community or of demographic factors. Youth work offers programmes which lack relevance or opportunities for progression and students' progress is neither planned for nor recognised.	5
Students attend spasmodically with no real sense of purpose or interest. Provision is limited and unresponsive. College youth work has developed through custom and practice rather than on the basis of research or analysis of students' needs.	
What is your grade for your college?	❑

ASSESSING PLANNED AND UNPLANNED WORK

This part of the evaluation tool is designed to enable some analysis of planned and unplanned outcomes. It may also be used as a prompt for discussion between youth workers and their line manager(s) on how time might be allocated to the various tasks. It is drawn from the principles outlined by Jeffs and Smith in their recent publication 'Informal Learning' (1996). Again this analysis of a youth worker's time can be used to plan, review and develop the work in colleges.

The suggested strategies for use of this section are:

- make an appropriate number of copies of the sheet
- line manager completes Column A on individual copy
- individual youth workers complete Column A on their own copies, without any liaison
- discuss the findings.

After this procedure, in a specific week or month, youth workers keep an approximate log of how their time was actually spent. Clearly, there will have to be some estimation, particularly in terms of unplanned interactions in corridors, social areas or on the telephone. This should provide interesting data for comparison of Columns B and C, both for individual youth workers and across the team.

The subsequent discussion might address issues like:

- areas of expertise of individual youth workers, where a greater proportion of time might be devoted to particular tasks
- areas of work which might be neglected and have too little time allocated to them

This exercise should be seen as a 'snapshot' of activities. Given that some youth work activities are specific to particular parts of the year, this exercise might be repeated in the three different terms.

College youth work: planned and unplanned work

Date:

Name of person completing the sheet:

Post held:

(If you are a youth worker)

Total amount of time for youth work per week (in hours):

Is this term time only? Yes ❑ No ❑

Types of activity	**Column A Ideal**	**Column B Estimated**	**Column C Actual**
Date of completing each column			
Supporting groups – one off – unplanned	%	%	%
Drop-in sessions – specific support time	%	%	%
Time spent in common room/general area/social area	%	%	%
Involvement in projects:			
Specify	%	%	%
Preparation, planning and evaluation			
(including training)	%	%	%
Administration	%	%	%
Other category:			
Specify	%	%	%
TOTAL	**100%**	**100%**	**100%**

Guidance notes

Column A	What you consider to be an ideal distribution of time among the various categories.
Column B	Your estimate of how time is actually spent in a given period (week, month, term).
Column C	The evidence of how time was actually spent during a specific period when time was logged.

Questions for discussion given the completed information above:

- Is there a need to readjust the balance of the work?
- How does the time spent relate to the planned outcomes of the work?
- How have students and the college benefited from the balance of youth work achieved? What evidence do you have for this?

STUDENT QUESTIONNAIRES

All the project colleges carry out student surveys; however in general they do not ask for feedback on college youth work.

Students should be encouraged to assess how their involvement in youth work projects contributes to key skills achievements and to include this evidence in their National Records of Achievement. College youth work teams also need to keep evidence of students' participation and achievements as part of their overall evaluation.

It is also hoped that colleges will incorporate surveys, and that they will also want to analyse in some detail the contribution of project work to students' achievement and curriculum enhancement.

The following questionnaires are examples of the information that colleges may ask students in order to plan and evaluate the college youth work. They relate to three different aspects of college youth work and include:

- a survey of project involvement
- a general student survey
- individual advice/information contact record.

Student planning and evaluation of youth work in further education colleges

1 **Activity/Project Summary**

Date:

College Youth Work Activity/Project:

Student Completing Form:

Others involved:

a) Briefly state what the project/activity will do and how this will be achieved:

b) What skills, interest and ideas are you giving to this project?

c) What support/help will you require from other college staff?

d) What resources and equipment will you need?

2 **Estimate to the nearest hour the amount of time you expect to spend on this project. If the headings are not appropriate, put o or add your own heading.**

Activity	Estimate in hours	Actual
Planning meetings		
Fund raising		
Individual preparation		
Delivery of project		
Training		
Administration		
Evaluation and review		
Travel		
Others (please state)		
Total		

3 **Column 2 and the following questions are for you to review when the project is completed.**

Please circle the skills and personal development gained through being involved with this project:

increased confidence, public speaking, working in groups, working alone, planning work, contacting press, using new equipment, keeping financial records, meeting new people, representing the college, writing reports, design skills, increased tolerance of others.

4 **Did you learn about any specific subjects, for example health, AIDS, bullying, driving theory?**

Say what:

5 **Did youth work with the youth workers and other college staff happen as you expected?**
Yes ❑ No ❑

Say why:

6 **Did you enjoy the project?** Yes ❑ No ❑

Youth work in further education college: general student survey

		Strongly agree		Disagree	
1	**Why did you come to this college?**				
a)	I knew other students here.	❑	❑	❑	❑
b)	It offered the course I wanted.	❑	❑	❑	❑
c)	My friends were coming here.	❑	❑	❑	❑
d)	Because a youth worker told me about it.	❑	❑	❑	❑
e)	It was closest to home.	❑	❑	❑	❑
f)	The student facilities are good.	❑	❑	❑	❑
g)	My school recommended it.	❑	❑	❑	❑
h)	I want to use the free transport/crèche facilities.	❑	❑	❑	❑
2	**Student life in college:**				
a)	I have made full use of college facilities in my spare time (such as common rooms, canteen, student union, clubs and societies).	❑	❑	❑	❑
b)	It is important that college life outside lessons is interesting and that there is plenty to do	❑	❑	❑	❑
3	**Making decisions:**				
a)	If I want to change something in my college I know who to go to and how they might help (i.e. tutor, youth worker, student services).	❑	❑	❑	❑
b)	If I want to make a complaint about something in college I know how to do this.	❑	❑	❑	❑
c)	I know about the student union.	❑	❑	❑	❑
d)	I have been involved with student union work.	❑	❑	❑	❑
4	**Yourself:**				
a)	If I have a problem concerning my course I know who to see.	❑	❑	❑	❑
b)	If I have any other problems I know I can see someone in college for advice and help.	❑	❑	❑	❑
c)	I know that I can get confidential advice from the youth worker(s) in college.	❑	❑	❑	❑

	Strongly agree		Disagree	
5 Youth work				
a) I know what the youth worker(s) in college do(es).	❑	❑	❑	❑
b) I know where the youth worker(s) in college are based and when they are available.	❑	❑	❑	❑
c) I have taken part in projects/activities organised by the college youth worker(s).	❑	❑	❑	❑

If YES please answer the following:

The youth worker(s) support(s) students in college by:

Please add other comments about college youth work or your spare time in college:

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Youth work team contact form for individual support

Date:

Campus F/T ❑ P/T ❑

Gender: Male ❑ Female ❑

Age: 16–17 ❑ 18–25 ❑ 26+ ❑

Ethnic Origin:

White	❑	Indian	❑	Chinese	❑
Black Caribbean	❑	Asian other	❑	Other	❑
Black African	❑	Pakistani	❑	Not known/refuse to answer	❑
Black other	❑	Bangladeshi	❑	Irish	❑

Disability: Yes ❑ No ❑ Don't know ❑

Department:

Course:

Method: First visit ❑ Return visit ❑

Time Seen: 5–10 mins ❑ 10–20 mins ❑ 20–40 mins ❑

40–60 mins ❑ Over 60 mins ❑

Outcome of contact:

No further contact ❑ May return ❑

Future appointment ❑ Onward referral ❑

How did you find out about the service?

Tutor	❑	Fees office	❑	Induction	❑
Student	❑	Exams office	❑	Other (please specify)	❑

Reason for visit:

Exam fees	❑	Materials	❑	Childcare	❑
Finance	❑	Travel	❑	College fees	❑
Wants to leave	❑	Family meal ticket	❑	Communication problems	❑
Health	❑	Bereavement	❑	Abuse	❑
Alcohol	❑	Drugs	❑	Study problems	❑
Suicidal	❑	Other	❑	Student Union	❑
Additional opportunities	❑	Student Loan company	❑	Job Seekers allowance	❑
Welfare benefits	❑	Others	❑		

Withdrawal:

Would you have withdrawn from your college course if you had not received this help?

Yes ❑ No ❑ Don't know ❑

5 Case studies

The examples cited as illustrations of college youth work practice in the text are offered here as case studies for discussion by colleagues. The case studies offer a range of work that is successful in different colleges. There is clearly not just one model of successful youth work in colleges, and the provision must relate to the college environment and the needs of the students and the college together. Successful college youth work will be demonstrated where the youth work complements other college services, and where the methods and the approach enable an increase in the participation and achievement of students.

Readers may like to consider the general questions below alongside the examples and specific questions and issues raised within each one.

- What links are currently in place between the further education college and youth work providers?
- Who are the disaffected young people in your locality and how is disaffection characterised? Would your college employ youth workers just to address the needs of disaffected students?
- Are there any groups of students who would benefit from support in relation to personal and social development?
- Which of the provisions described in the case studies is appropriate to your college?
- How is youth work in your college managed and is this the most effective and beneficial arrangement?

Case study 1: Curriculum enhancement – AIDS/HIV video project

Students from the college worked collaboratively with the local Youth and Community Service on an AIDS/HIV awareness film, which was turned into a 25-minute video. The project was part funded by an AIDS Action Group and a local arts organisation, and involved staff from a media company, who provided the technical expertise and specialist equipment.

The students in the film-making group took part in a series of technical 'taster' workshops and HIV training sessions before entering the pre-production phase of the film. Ideas for the format and script of the video emerged from a process of group role-play, mini-dramas, brainstorming and decision-making sessions, in which all the young people took part.

The video, called 'Safe', tells the story of one weekend in the lives of five housemates. It targets a number of issues and misconceptions about AIDS/HIV in a challenging, entertaining but thought-provoking way.

The video is supported by an education pack that includes a number of activities which can be used with young people after watching the video; a list of health education resources; and details of agencies and helplines, both local and national. The video pack also includes a range of pamphlets and brochures, which provide additional information and advice.

Benefits to the college

It was a unique opportunity for students from a variety of courses and backgrounds to develop a video resource for use with other college students. Some of the students involved were working on a GNVQ Media Studies course: they were able to submit evidence of work they had undertaken towards their course requirements.

What works for students

There was significant personal development for the students involved: the growth of an important team spirit; an acute sense of working together; and no small amount of perseverance, as the whole exercise took up 28 days of their own time over a four-month period. Students had an opportunity to extend the methods and approaches within their GNVQ course by using this option offered by youth workers.

Seeing the video project through from concept to final production was a valuable educational opportunity for the students. They had the opportunity to be involved in a wide range of activities including: scriptwriting; brainstorming; role-play; storyboard

writing; on-screen acting; location filming; sound; photography; set design; costumes; make-up and production.

Working with such a contemporary and sensitive topic was also important. The students themselves had their own awareness about AIDS/HIV issues raised significantly, removing some of their own ignorance.

All of them had the opportunity to reflect on what they gained from the exercise and describe it in the appropriate section of their National Record of Achievement.

They were also able to see their contribution to a successful resource used as part of the World AIDS Day activities, in the college and also in the wider community.

Questions to assist your development of this approach

- Who is responsible for recognising students' other achievements and how is this recorded?
- Is the youth service/college involved in peer education?
- How can youth workers contribute to curriculum enhancement and students' achievements?
- What college courses could benefit from project enhancement opportunities?
- What scope is there for the local youth service and college to create joint projects with shared aims and objectives?
- Is the local youth service leading in other projects that could afford students similar opportunities?

Case study 2: Curriculum enhancement and younger college students

The college offers a programme to young people excluded from school. The students work on a portfolio programme leading to entry level and Level One qualifications using the Award Scheme Development and Accreditation Network (ASDAN) bronze award and the Northern Council for Further Education (NCFE) qualification in Motor Skills and Independent Living. The ASDAN award offers a qualification using projects and assignments; and provides opportunities for recording evidence for NVQ key skills assessment.

The college also offers the Youth Clubs UK First Gear Scheme for those interested in motor skills.

The 30 students spend one day each week working with a tutor and a youth worker in groups of five or six, and they take part in other college courses.

The youth worker supports the students in the preparation of their portfolios, and provides general advice and guidance on an individual basis. The support is often related to issues outside of college: for example, homelessness, violence, family relationships and childcare.

Benefits to the college

The flexibility of the ASDAN bronze award enables achievements to be recognised through projects. The youth worker role as a co-tutor/education support worker enables students' needs to be met as they arise.

Students' skills and achievements in building go-karts far exceed the college's expectations of them, providing substantial evidence for linking with some key skills.

Students' portfolios are completed and awards gained.

What works for students

They are able to experience success and appreciate that college is different from school.

They say that they attend because they appreciate the support that extends beyond their college work.

They find the learning environment more relaxed and enjoy the challenges that they complete as part of the ASDAN scheme.

Questions to assist your development of this approach

- How do the programmes described apply to your work with younger students?
- Does the local youth service or college offer a range of other courses for young people that could benefit from youth work involvement and support (for example, Community Sports Leader Award, BETA expedition training, First Aid qualifications)?
- How does the college encourage students to enjoy learning opportunities?
- How does the college currently provide additional support to younger students?

Case study 3: Advice and information – the role of a youth worker

The college has a youth worker who is employed jointly by the college and the local youth service on a full-time basis overall. This arrangement allows two-thirds of the time to be spent in college and one-third on community-based activities. An in-built flexibility means that the youth worker might spend the vast majority – and sometimes the whole – of a week in college when demand is high, for example at the beginning of the Autumn term, and compensate for this at other times of the academic year.

The youth worker is based in a purpose-built suite of rooms from which the college's student services division operates. This means that there is easy and frequent communication between the staff working in the various strands of student services, including the counsellors, the careers officer, the welfare officer and the head of student services.

The advantage of this arrangement is that the boundaries of responsibilities between the role of the youth worker and other members of the student services team are seldom compromised.

Benefits to the college

The personal skills of the youth worker are well recognised by the students.

Regular use is made of all the facilities within student services and the youth worker has a visible role within that provision.

The youth worker works both with individuals and groups and liaises closely with the counsellors. Contact records and student evaluations reveal evidence of successful interventions by the youth worker, a number of which have contributed to student retention on college courses.

What works for students

Having a youth worker who is widely seen as personally accessible, very friendly and supportive in a variety of different contexts is crucially important.

Close liaison with the sabbatical student council officer and other members of the student council means that the youth worker has a wide range of opportunities to provide advice and support where appropriate with the organisation of student activities, including projects, day trips and residentials, drug or HIV awareness events.

The youth worker's office is located on the ground floor, off a busy corridor/thoroughfare for students, which means that access is easy.

It is helpful for the students to know that the youth workers complement the work of other supportive staff who provide more specialised counselling or accurate and up-to-date welfare advice.

The youth worker is widely regarded as approachable and accessible and is highly respected. Having the other members of the student services team so near at hand within the dedicated suite of rooms, including the confidential interviewing rooms, enables cross-referrals to be arranged efficiently.

Many youth workers take responsibility for the more general advice and information available to students within the college. This type of work includes appropriate supplies and access to a wide range of information leaflets, organising health information days, inviting in appropriate guest speakers, arranging for visits by opticians, dentists, family planning services, etc. In many colleges the youth workers together with the student union will produce a student newsletter, magazine or newspaper listing social events and leisure opportunities. This is an extension of the youth information role now provided through many local authority and voluntary youth work organisations. Some colleges had made use of the National Youth Agency Focused Access Information Service (NYAFAIS) system for storing and filing information (see Figure 1). This has now been developed as an information data base for young people, available on computer and in print.

Questions to assist your development of this approach

- How would a youth worker providing advice and information support to students complement the work of the current college support services?
- How can the youth work contribution to advice and information provision be evaluated?
- What training could be offered across the college and youth service to ensure respective professional roles are understood?
- What provision is currently in place to enable youth workers to give information and advice to refer students for counselling?
- What policies are currently in place regarding child protection and disclosure of abuse?

Case study 4: Youth worker as role model and mentor

The community in which the college is located has a large number of disaffected young people, whose attraction to and retention at the college are crucial in educational, community and financial terms. This led to the appointment of a part-time youth worker at one of the college's five main campuses, where the majority of youth provision is concentrated.

This particular college site has a very high proportion of students of African or Caribbean origin and a large number of white lecturers. So it is significant that the youth worker appointed is black, female, young and approachable.

Benefits to the college

There is evidence that students see some college staff (including some employed in supportive roles such as student welfare officers and careers advisors) as 'authority figures', and would tend therefore not to go to them for advice. Many of the college tutors are seen by students in the same light.

The youth worker appointed by the college on a part-time basis has proved to be very effective. In the relatively short time since her appointment she has developed a range of support for students, including:

- working with non-attenders in less formal settings
- organising activities, such as drug awareness
- helping with the running of clubs, societies and sporting activities.

The college evidence indicates that the level of complaints and incidents at the college site has dropped significantly since the appointment of the youth worker.

A good rapport has been developed with both male and female students and, from student contact information, it is clear that a larger proportion of male students have been seeking help and advice since the youth worker was appointed.

The youth worker reported that she was able to earn the trust of many of the young people and had been able to work with them, developing strategies to enhance their social skills, time management, responsibility and communication skills. Consequently, many more of these young people were retained on courses from which they would have dropped out otherwise.

What works for students

The youth worker is employed on a part-time basis: she is also involved outside the college on another project in the community which gives her considerable experience on housing issues. She is therefore able to advise many students on that specific welfare issue, with up-to-date and relevant information.

Many of the students see the youth worker as a mentor whom they can turn to for support and encouragement.

Questions to assist your development of this approach

- How do you define mentoring?
- Do you have mentoring programmes for some staff or students? If so, for whom?
- What responsibility do staff and students have for mentoring?
- How important is it to have mentors of the same gender, class, race and cultural identity as their mentees?
- How are links between the college and its local community maintained? Who has overall responsibility for this?
- What is a realistic workload for one part-time youth worker?

Case study 5: Supporting the student union

The youth worker in the college is employed by the college for three days a week during term time and estimates that she spends on average a quarter of her time supporting the student union executive. This work is more intensive during student elections and at the start and end of the year and for the last year she has been working an extra one or two days per week. The college has gradually moved to making the youth worker post more substantial. It started as a temporary post of nine hours per week in 1995. The college has also experienced a 72% rise in numbers of full-time students during the past two years.

The youth worker works alongside the student union executive and membership, establishing structures that encourage students to take responsibility for their own union. This includes identifying with the executive events they want to organise, supporting residentials and activities, publicity, elections, and financial responsibility. Training to support the

executive is organised as early as possible,e and includes representation skills, working as a team, understanding discrimination and equality. The current age of the executive is 17 to 23. The youth worker is developing links with the youth service and plans to run the Duke of Edinburgh's Award Scheme shortly in the college.

A successful health fair was organised using a student health group and external agencies. It was funded by the local health promotion team and will be run on an annual basis.

Benefits to the college

The college has an effective student union, and students are involved in organising a number of their own activities.

The general team-building and group work skills used by the youth workers to empower the student union executive are recognised and valued.

Reorganisation of the elections, so that some of the posts are elected in the Spring term and some in the Autumn term, has benefited the college in the continuity of the executive over the academic year.

The youth worker has helped with the issue of retention and has seen and supported numerous students who would have left without advice and support.

The high profile fund-raising events such as Children in Need and Red Nose Day have attracted positive media coverage and contributed to raising the profile of the college.

What works for students

Students are contributing to college policy documents. A student union executive member sits on the Governing Board and the Academic Board.

The student union executive members have job descriptions. They have also acquired their own office and have just appointed a part-time administrator.

The student newsletter and information guide are accurate, up-to-date and produced regularly.

The student executive team hold a regular weekly meeting with the youth worker. They produce termly reports, evaluate events and attend NUS training.

The student union has organised events including: discos and balls, fund-raising for Children in Need, events for World AIDS Day and World Mental Health Day, and sports and arts activities.

The students organise and take part in a range of activities. They see the youth worker as supporting them, and understand that they are responsible for making the union and the events work.

They enjoy being with the youth worker and take an active interest in the other aspects of the role. They regard the youth worker as their advocate and seek advice on an individual as well as a collective basis. They respect the fact that she doesn't make things easy for them by doing it herself. They have learned by mistakes as well as successes.

Questions to assist your development of this approach

- How is your student union empowered and supported?
- What are students' roles and responsibilities within the union, and how can their experiences be recognised and accredited?
- Do executive members have job descriptions?
- Does the student union organise events and have its own regular publicity/ newsletter?
- What scope is there for linking students' organisation of events with the GNVQ programmes?
- How effective is the scheduling of current NUS elections in terms of an active, democratic and representative union?

Case study 6: Youth and security

Description

The college has employed a team of youth and security workers since the mid 1980s. The team operate across three main sites from 9.00 am until 10.00 pm. They are trained by the team manager and each member of staff gains a City and Guilds qualification in security and undertakes the college's own youth work training. The induction period includes two weeks shadowing staff and familiarisation with an operational handbook.

The team organise a range of activities, visits and speakers for students. The youth and security workers are always on hand to respond to issues and deal with any violence. They wear tracksuits which enable them to be easily identified by staff and students.

Benefits to the college

Recruitment to the college has improved and the level of violent incidents has decreased since the youth and security team have been in post.

Consistency of approach by the team is important in such a large college. Staff do not have to know the detail of all policies when they know that the general practice is to call the team to deal with incidents.

The team support other staff and ensure that procedures are followed, investigations are thorough and any statements necessary are recorded.

The high profile of the security element is particularly significant in enabling the numbers of Asian students attending the college to rise. The profile of the team reflects that of the locality of the college.

Staff development is valued in that the team are qualified in security work and experienced in youth work. Many have moved on to new jobs or taken up opportunities for further education and training.

Recording of incidents provides support to staff if police are involved in more serious cases.

What works for students

The students feel safer in college. They have a range of activities and events available to them.

They know that each event will be responded to according to the operational handbook, and in this respect any response to incidents will be dealt with fairly and equitably.

There is less bullying of disabled students or those with learning difficulties and the youth and security team members make a point of knowing these students, and providing them with additional support.

The team can arrange for individual students to have contracts regarding behaviour, and they are responsible for monitoring these and reporting back to staff, students and parents.

Questions to assist your development of this approach

- How do security arrangements promote students' sense of belonging and commitment to their college?
- How do security arrangements encourage everyone to take responsibility for themselves and each other?
- What training is provided for current security staff?
- What evidence do you have of the relationship between security and recruitment?
- Who is responsible for addressing bullying and discrimination by students? How effective is the whole college in promoting a commitment to anti-oppressive practices?
- How does the budget for security compare with that for student support?
- How much of the security budget is allocated to costs of gatekeeping/exclusion?

Case study 7: Youth work with Asian students

Youth work in the college is managed by the guidance and liaison section of student services. There are three part-time Asian youth worker posts, which were established specifically to focus on the needs of Asian students. Two of the youth workers (one male and one female) are each employed for 25 hours per week, while another male worker provides support for two sessions a week.

A support group for Asian students was established by the youth workers and has proved very popular. It provides regular sessions on a weekly basis in term time.

The youth workers also support students in the library on a regular basis.

The number of full-time Asian students, mostly Muslims aged 16 to 19, is high in relation to the full-time college student population; the proportion of Asian students in the college is also higher than within the local population.

Benefits to the college

A major reason for appointing the Asian youth workers was to provide support for students in challenging alleged racism from some of the non-teaching staff in the college, particularly among the security staff. The issues which prompted the college to appoint the Asian youth workers were becoming increasingly significant; they have now been largely resolved as a result of the initiative.

The Asian youth workers liaised closely with these staff and provided opportunities to discuss race-related issues. Given that the previous situation contributed to concerns about retention among the college's Asian student population, there has been an important contribution made to improving retention rates and achievement levels.

Support was provided for the Asian students on a group and individual basis, with additional support in terms of acting as an advocate with their parents over certain college-related issues.

The number of complaints from Asian students, particularly regarding the nature of remarks made by some members of the non-teaching staff, has dropped significantly following the appointment of the Asian youth workers. Some of the previous complaints related to being treated as children rather than young adults, and these have also been resolved.

There was also an improvement in the quality of links between the college and the parents of some of the Asian students, the youth workers were able to talk successfully and meaningfully to some parents regarding issues of gender, culture and education.

What works for students

The Asian students interviewed reported that the contribution of the Asian youth workers had been crucial in enabling them to continue at college.

The youth workers live within the local communities from which the Asian students are drawn. They are therefore well known and respected: two of them meet many of the same students in other youth activities with which they are associated outside college, such as community-based football and cricket teams.

The students felt that their opportunities for achievement were enhanced by the general support of the Asian youth workers and by their increased access to the college library, where one of the Asian youth workers is based.

Through the support group, Asian students were involved in a number of projects, including plans for an international exchange to Pakistan. This included links with a college in Lahore and a variety of fund-raising events, including an Eid party (a celebration at the conclusion of Ramadan) and organising a fashion show.

The support group is run by a committee of students who take responsibility for many of the activities, with the help of the youth workers. The support group has developed an education programme, including some outside speakers, on matters such as cultural awareness, Asian dance, and drug education, and they are also now involved in organising trips and visits.

Questions to assist your development of this approach

- Do students attend the college who would benefit from a similar targeted approach by youth workers?
- In your opinion, how useful is the link between the youth workers and the student's own community?
- What additional activities and support would benefit targeted student groups at the college?

Case study 8: Partnership arrangements – district youth workers

The college has three youth workers, all of whom are full-time employees of the local authority youth service and work in the college on a sessional basis. As district youth workers, they also work in the other further education college in the town, schools and various youth centres. Mixing with students both inside and outside the college was seen to be a valuable component of the current arrangement.

The management arrangements therefore allow for the use of college premises as a base for youth work strategies developed within the local authority's youth service policy framework.

The youth service district team manager and the college's dean of membership services jointly manage the development of youth work in the college. This enables discussions on matters where the youth service is involved with the college to be handled in a co-ordinated and more efficient way. Many further education colleges are extremely large organisations, as in this case, and the youth service was particularly in favour of having a single contact point within the college.

In this example, all staffing costs of the youth workers are borne by the youth service. (Under current arrangements, one of the youth workers is paid for out of Section 11 funds.) The college is responsible for the costs of providing a dedicated youth work room in the main dining area and any time for related senior management staff liaison.

Benefits to the college

The youth workers come into the college with particular specialisms, interests and experience which benefit the students and provide another tier of support for the college's advice, guidance and support services.

One particular strength of the youth work team is that it is mixed race in composition and has undertaken some pro-active multi-cultural work, addressing issues of racial tension.

There is limited formal security within the college, and the youth workers are seen to contribute to the overall college ethos of promoting student participation and community involvement.

The two senior managers meet on a regular basis and have established what was described as a good working relationship. There was a joint recognition that both the college and the youth service were seeking to focus more and more on serving the young people of the town as effectively as possible.

Links with the personal tutor system have been developed by the youth workers. Evidence is growing that their sympathetic intervention in disciplinary issues is seen as a contribution to student retention.

Youth workers' awareness of potential issues and opportunities outside the formal college curriculum, (for example, sessions associated with awareness of drug issues and with Asian young men) was seen to be valuable. There are examples of inter-agency co-operation in arranging events for the college. Co-operation between the college, youth service and other local services resulted in the college acting as a venue for a community theatre which has raised a number of issues of importance to students at the college.

The college and youth service are developing a framework for action which links into issues like recruitment, support and achievement of students. Three levels of involvement have been devised which relate to shared and complementary strategic objectives:

Level One The college pursues its own strategic objectives, as does the youth service. Under this scenario, the college's function is to serve as a convenient location for accessing young people for the youth service.

Level Two This relates to agreed joint ventures which aim to achieve shared strategic objectives. Under these circumstances, each party would contribute funding on a pro rata basis.

Level Three These are agreed joint ventures for which allocated funds do not exist in either organisation's budget. The two partners, the college and the local youth service, agree to work on collaborative partnership bids to fund an agreed joint project. Depending on circumstances, this may involve additional interested agencies and/or parties.

What works for students

Having youth workers who are well known, in and out of college, is seen to be an important asset.

Receiving quality, well-informed advice, information and tutorial support is important.

The recent allocation of a youth work room immediately adjacent to the main student dining area is seen as an important development. It is next door to the student union office, which will provide an opportunity for promoting closer links between the youth workers and the student union.

Questions to assist your development of this approach

- What current partnership arrangements exist between the local youth service and the college?
- What, if any, are your complementary strategic objectives?
- Can you make use of the three levels described in developing new initiatives together?
- How important do you regard the youth workers' connections with both the college and young people in their own communities?
- What potential benefits or problems do you see with the management or financial arrangements described?

Case Study 9: Partnership arrangements – a college youth work team

The college has extensive links with the local authority youth service, based on shared values and purposes, within a mutually supportive framework.

The college has three youth workers, each of whom operates on one of its three main sites, coming together for shared activities and team meetings. They are, however, employed directly by the college, rather than the youth service.

All three youth workers are youth and community work trained and are experienced practitioners. Their line manager (the student services manager) was previously the local authority principal youth officer. In addition, the director of the department which embraces student services has worked in the youth and community service.

There is, therefore, considerable knowledge of the facilities and opportunities within the local youth service, and this has led to a breadth of networking.

Joint activities have included: evening excursions, which involved team-building and sailing, at a local outdoor centre; a joint youth service/college drug review group; a collaborative drug challenge bid; and the use by college students of youth service facilities, accommodation and equipment.

Benefits to the college

The college has benefited from employing quality youth workers, who have high levels of credibility with the student population.

In addition, the support for the college youth workers helps alleviate their sense of isolation, with opportunities through training to keep up-to-date with current developments in youth work provision.

The close relationship has also meant that there has been extensive promotion of youth service activities and projects among the college student population. This has included a large number of referrals to the youth service's Information Shop.

The links with the local youth service have also provided the chance to demonstrate good practice in quality assurance and inspection, such as support for students through links with community-based agencies; and cross college/general facilities, where the college has been able through the youth service to access recreational and sport facilities which are not available within the college itself.

Close links do enable cross-referrals to take place, with some contribution made to recruitment and retention within the college.

What works for students

The youth workers are very experienced in supporting activities like the welcome fair (part of the students' induction programme), drug awareness, equal opportunities, women's week, faith festivals, as well as theatre and residential visits.

They are also well informed on a range of youth-related issues, supporting tutorial work on issues like bullying, personal effectiveness and stress management.

The student union at the college is a registered voluntary youth organisation in its own right and thus is on the local youth service mailing list. They are therefore able to access the full range of literature and information first hand.

Questions to assist your development of this approach

- What current partnership arrangements exist between the local youth service and the college?
- What, if any, are your complementary strategic objectives?
- What potential benefits or problems do you see with the management or financial arrangements described?

Case study 10: Evaluation and quality assurance

The college, located on two main sites, has a youth work team of six full-time staff. This team has recently been re-named the student liaison team. They are housed in a separate Student Centre building, within easy access of the main college teaching and administrative block. The actual distance away from the main building is only about 25 metres, but this was seen to be a significant – almost symbolic – divide.

The team provide extensive services and support for students at the college. This includes assisting the student union, running a student electives programme, supporting tutorial provision, holiday programmes, outreach work, residentials, special projects and the facilitation of specialist groups. They work a shift system and are on duty at the college for 12 hours per day from 8.30 am, 364 days a year.

The entire team operate a comprehensive method of recording detailed information about the range of activities with which they are involved. This 'Quality Portfolio' is a means of collating qualitative and quantitative data about all the support provided for students across the college.

Benefits to the college

A recent FEFC inspection gave the college a grade 1 for both Quality Assurance and student recruitment, guidance and support.

The Quality Portfolio, which is bound in a number of large ring-binders, is an impressive and efficiently filed compilation of evidence of the range of youth work-related activities that are being undertaken across the college.

Routinely, appropriate examples of correspondence, advertisements, posters, attendance registers, tickets, photographs, evaluation sheets and any relevant press coverage associated with a particular activity are filed in the portfolio.

The student liaison team complete weekly contact record sheets, including transcripts of referrals to other services. Registers are kept for students attending electives and tutorial sessions. In addition, use of the student centre itself is monitored and recorded regularly four times each day. The portfolio incorporates year planner project sheets.

The advantage is that materials to support a claim of quality provision are collated on a regular on-going basis, rather than immediately before an inspection visit. It was reported that this process was now becoming part of the expectation of the job. All of this assists in more effective planning of activities across the year.

The college has attributed a measurable decrease in spending on formal security staff and other security provision to the youth work provision.

The youth workers in the student liaison team now offer a programme of tutorial support. This includes tutorials on issues such as, equal opportunities, drugs education, and the written qualification for the driving test. Additional support has been provided by members of the team through special projects such as World AIDS Day, Youth Work Week and mental health awareness.

A range of activity-based holiday events is also organised, offering fuller use of the students' time and the college premises, and consequently providing opportunities to fill what might otherwise be idle time for the students.

What works for students

Students are now involved in planning the tutorial programme and, as a result, many more of them choose to attend. Some also tutor on the programme as peer educators.

Delivery of some aspects of the tutorial programme by members of the student liaison team was seen by students as a positive contribution. They liked having key, contemporary issues addressed by youth workers, who are much closer to them in age than many of the personal tutors.

Students have access to the support of a youth worker at any time of the college day.

Youth workers are on duty in the dining area as well as the student centre, and are a seen as a friendly face and someone who knows what is happening and how students can get involved.

Questions to assist your development of this approach

- What evidence do you have that will help identify the contribution of youth work?
- How does the college make use of premises during holidays?
- What provision is made for student involvement in decisions and delivery of the tutorial programme?
- What evidence is there of the youth work contribution in the college quality records?

6 Appendices

Appendix A

The development and management of youth work in and with further education colleges – from NYA Policy Update briefing paper, Issue 1, 1995–96.

Youth Workers Involved in Work in Colleges in 1995		
	Total	%
College employs own youth worker	15	29
College finance and service level agreement	8	16
Youth service funded and service level agreement	13	25
Youth service funded sessional work in colleges	6	12
Joint funding	9	18
	51	100

The 51 examples of college youth work were analysed to record the total number of youth workers involved in some capacity in the colleges – full-time, part-time or on a sessional basis.

Number of Youth Workers		
	Youth Service sponsored youth workers in colleges	FE sponsored youth workers in colleges
Full-time	21	13
Part-time and sessional	112	28
	132	41

The number of youth workers, full and part-time, in the 51 colleges is 173. The employment of part-time and full-time staff in teams and as individuals is shown in Table 1 (see below). Clearly the employment of youth workers in teams is the most common, although youth workers at an NYA conference in February 1995 still spoke of isolation. Within the staff teams of further education colleges, relatively small teams of part-time youth workers or even combined full-time and part-time workers can still feel virtually insignificant in numbers by comparison.

Current practice includes successful examples of youth workers managed through partnership arrangements between colleges and their local authority youth service, contracted from the local authority to the college, or employed and managed within the college.

Of the 15 colleges financing and managing youth workers directly, the salary scales used were in the main APT&C but included the following range:

FE colleges financing and managing own youth workers	
Salary scales – multiple responses	
APT&C	7
FE Lecturer	1
Level 2 Youth Leader	1
JNC 1	1
JNC 2	1
JNC 3	2
Didn't know	1
Other	2

Some colleges use more than one pay scale.

The accommodation/work area for youth work in these colleges tended to make extensive use of the student union/common room areas:

Accommodation/Work area	
Own room	2
Own room and student union and/or student common room	7
Student common room and student union office	2
Student 'social area'	1
Student blocks on two campuses	1
Don't know	2

For those youth workers financed by the youth service and working solely in further education colleges the general management/financial arrangements and line management arrangements are significant in that the most common practice is to second or contract workers while retaining line management responsibility through the youth service.

The salary scales are more reflective of those of the youth and community service nationally – that is, JNC.

Youth service financed	
General management	
Seconded/contracted to college	9
Delegated budget	2
Negotiated arrangement	2
Line management	
Line managed by youth service	11
Line managed by youth service with additional college support	1
Managed by college	1

Salary scales	
JNC 2	5
JNC 3	3
FE lecturer	1
Other	3
Part-time scales	1
Don't know	2

Table 1

Type of staffing with management and financial arrangements

Youth Workers	College financed with Youth Service management agreements	College financed and managed	Youth service financed	Youth service financed sessional work in colleges	Joint funding	Total number of colleges
Single Part-time	1	6	2			9
Single Full-time		4	1			5
Team Full-time	1	1	2	1	5	10
Team Part-time	3	2	3	2	2	12
Team of combined part-time/full-time	2	2	5	3	6	18
Don't know	1			1		2
	8	**15**	**13**	**6**	**9**	**51**

Appendix B – JNC grading criteria matrix

This matrix is to be used in conjunction with paragraph 14 of the JNC Report. The full report is available from the Employer's side of JNC 76–86 Turnmill Street, London EC1M 5QU. Tel: [0171] 296 6600

Accountability	Working with young people and communities	Work with staff and other agencies	Development of service provision	Administration and finance
	Range of duties (i) Work directly with young people to develop their social education by assessing needs and providing, within local employing organisation policy, a programme of activities, services and facilities designed to meet those needs. (ii) Establish contact with, listen to, befriend, advise, counsel and support, advocate on behalf of, organise programmes, activities and services with and promote and encourage participation and responsibility amongst young people. (iii) Within an assigned geographical area, access the needs of, stimulate interest amongst, develop responses to, maintain existing provision for, seek resources for, provide advice and support to and liaise between community groups.	*Range of duties* (i) Work with other adult staff, full and part-time, paid and voluntary, as a colleague in a team and/or leading, motivating and directing and/or supervising and training to provide the programme of activities, services and facilities. (ii) Advise, support, liaise, communicate with and inform staff in other relevant services and agencies in the geographical area or field of work, better to meet the total needs of the community and/or the work of the unit, seeking to influence their decisions, policies and resources deployment in ways commensurate with youth and community policy and practice.	*Range of duties* Co-operate with, contribute to and advise the management committee and/or the (officers of) employing organisation of the design, delivery, monitoring and development (including research) of youth and community service provision.	*Range of duties* Day to day administration and finance (including budget control, record keeping, security and communication by phone and in writing) necessary to ensure the smooth running of the programme of activities, services and facilities.
Level one Postholders will receive direction from and will be accountable to another worker whose post is within scope of the JNC, but will be expected to exercise some initiative and independent action.	**Level one** Workers will for the majority of their time assist with the range of duties listed above.	**Level one** Responsibility for other staff is limited to assisting in the motivation, development and training of part time staff and volunteers within the unit. Workers may assist in the collection of information from and its dissemination to other agencies in a specific geographical area.	**Level one** Assist with the development of service provision at unit level (or equivalent).	**Level one** Assist with the range of duties listed above.

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Accountability	Working with young people and communities	Work with staff and other agencies	Development of service provision	Administration and finance
Level two Postholders receive limited direct supervision and are thus responsible for organising their own work. Accountability may be to a JNC level three graded worker, or to an officer (manager) whose post is outside the scope of JNC. Deputies will be accountable to the worker in charge.	**Level two** Perform (rather than assist other workers) the range of duties described above.	**Level two** Responsible for the direct supervision and management of an authorised establishment of full time, part time and volunteer staff, up to and including the equivalent in terms of full time staff of less than three. Duties will normally include the recruitment, appointment, induction, motivation, development, training, deployment and discipline of staff. The worker will also delegate work to staff. (See para 14(f)).	**Level two** Responsible for development functions.	**Level two** Perform and/or ensure that all duties listed are satisfactorily discharged and advise the management committee or employing organisation on administrative and finance matters.
Level three Postholders receive minimal direct supervision but are accountable to an officer (manager) whose post is outside the JNC.	**Level three** A level three post involves a management, a development and/or a training role at a senior level. Duties and responsibilities of workers graded at level three will be substantially greater than those posts graded at level two. It is expected that the duties and responsibilities associated with work with staff and other agencies and/or development of service provision will form the major part of total duties and responsibilities of posts at this level. It is envisaged that posts with specific line management or team leadership responsibility for an authorised establishment of a full time equivalent staff of three or more and/or with specialised responsibility, including detached and project work of a broadly equivalent level, will be graded in level three. (See para 14(f)).			

Appendix C

Job Description 1

Post:	**Youth worker (full-time)**
Salary Scale:	**JNC Level 2 (points 1-9) £14,337 – £18,804 inclusive**
Conditions of Service:	**JNC**
Location:	**College**
Supervision from:	**Area youth work manager**
Supervision to:	**Part-time youth work staff**
Liaison with:	**Council departments, voluntary organisations, community groups, statutory agencies, councillors**
Purpose of post:	**To manage and deliver a range of youth service provision at the college and to maximise its appropriate usage.**
Special conditions:	**Casual car user allowance**

Main Duties

1 Initiate, support and develop a youth work programme to meet the social, educational and recreational needs of young people within the local community and the college.

2 Encourage and support member participation in decision-making regarding the operation of the youth work provision. Work effectively in face-to-face youth work situations with young people. Organise publicity and fund-raising for youth work event and activities where appropriate.

3 Manage a team of part-time paid and voluntary youth work staff. Identify relevant staff development and training requirement and convene staff meetings as appropriate.

4 Liaise with, service and report to the college Advisory Committee with a view to receiving advice and support on matters concerning youth work provision.

5 Be responsible for the financial management of the college youth work in consultation with appropriate members of staff and officers.

6 Prepare an annual workplan.

7 Prepare an annual report on youth work in the college, including information regarding monitoring the efficiency of services to young people and suggestions for future developments. Provide other reports, both verbal and written, as required.

8 Be responsible for development and oversight of holiday provision particularly in response to young people in the 14–18 age range.

9 Be responsible for day-to-day management of college youth work.

10 Establish practical links with local voluntary and statutory agencies and other bodies to provide a variety of services for college students and young people in the college locality. Ensure that such services conform with the aim of both the youth service and the college.

11 Support local youth service initiatives and contribute to training and other events organised for young people locally and paid and voluntary part-time staff.

12 Attend youth service full-time staff meetings and college management meetings and functions as required.

13 Any other duties and responsibilities that may be required from time to time by the college principal and area youth work managers.

Person Specification – Skills/Abilities/Knowledge

The person appointed will hold a recognised youth work qualification and ideally possess the following qualities:

1 An ability to demonstrate understanding and a commitment to equal opportunities issues in policy and practice.

2 Proven experience of working with young people on a face-to-face basis; and the ability to form effective relationships with them.

3 The capacity to motivate and manage a team of youth workers and administrative staff.

4 The ability to work effectively with other voluntary, statutory and community groups.

5 Clear oral and writing skills, and financial and administrative competence.

6 An energetic and imaginative approach to youth work.

7 The ability to create and co-ordinate a diverse range of youth work.

8 An up-to-date understanding of youth work issues and development.

Job description 2 – college youth work

Post:	**Part-time youth worker – Tuesday and Friday afternoons**
Salary:	**3 hour session – range from £19.50 to £21.00 depending on qualification/ experience**
Location:	**FE college**

Aims of college youth work and the local authority youth service

1 To seek to ensure equality of opportunity.

2 To provide social education by a variety of methods offering young people, in their leisure time, diverse experiences involving mental, emotional and physical challenge, leading to deeper self-knowledge and greater awareness of the nature of society.

3 To foster social relationships and social confidence among young people.

4 To encourage young people to participate in decision-making processes related to the resourcing and management of youth work, to assist in preparation for adult life and in finding their place in the community.

5 To offer young people a forum for the development and expression of their views and a reference point where they can seek, informally and in confidence, advice and guidance.

6 To co-operate with other voluntary and statutory services available to help young people and to encourage a collaborative approach to all agencies to the expressed needs of young people.

Main Duties

1 To support, develop and co-ordinate a youth work programme to meet the social, personal and recreational needs to young people in the college.

2 To ensure this programme conforms to the aims of the college and the youth service and displays evidence of the equal opportunities policy.

3 To encourage young people's participation in decision-making regarding initiatives.

4 To disseminate information regarding the resources available to young people

Person Specification – Skills/Abilities/Knowledge

1 Ability to demonstrate an understanding of why equal opportunities is important in employment and service delivery.

2 Ability to demonstrate an understanding of why customer care is important in employment and service delivery.

3 Ability to form effective relationships with young people.

4 Ability to use initiative and to motivate others.

5 Ability to work as part of a team.

6 Flexibility in response to young people's abilities and needs.

Qualifications/Experience

1 Experience of face-to-face work with young people.

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